

PONY

سلسلة كتب الاستاذ

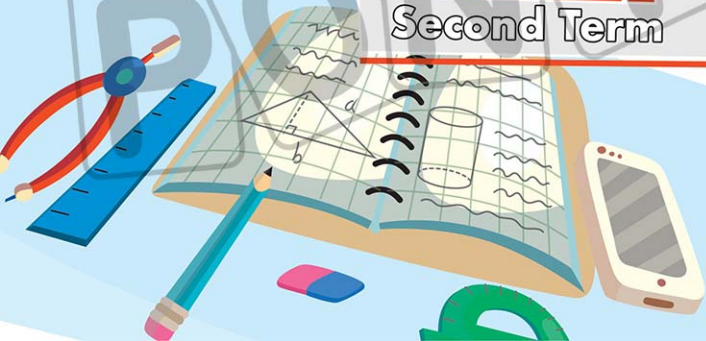
Math

Main Book

2nd

Primary

Second Term



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Chapter 7

Chapter Lessons

Lessons 1&2 Exploring Money & Composing an Amount

Outcomes:

- Participating in Calendar Math Activities.
- Comparing Egyptian banknotes (1, 5, 10, 20, 50, 100 and 200 LE).
- Estimating the monetary value of various items.
- Combining 1, 5, 10, 20, 50 and 100 LE notes to create a given total.
- Discussing different ways to combine banknotes to create a given total.

Lessons 3–5 Applications on Money & Work With Money

Outcomes:

- Participating in Calendar Math Activities.
- Combining 1, 5, 10, 20, 50 and 100 LE notes to create a given total.
- Decomposing large denominations of money into smaller denominations.
- Identifying different ways to combine banknotes to create a given total.
- Adding 2-digit and 3-digit numbers without regrouping.

Lessons 6&7 Saving and Purchasing & Place Value for Amounts

Outcomes:

- Participating in Calendar Math Activities.
- Solving one-step story problems involving money.
- Adding and subtracting 2-digit and 3-digit numbers without regrouping.
- Applying place value concepts to add and subtract money.
- Describing their real-world experiences with money.

Lesson 8 Adding Using Money

Outcomes:

- Participating in Calendar Math Activities.
- Applying place value concepts to add money with regrouping.
- Adding 2-digit and 3-digit numbers with regrouping.

Lessons 9&10 Subtracting Using Money & Applications on Adding and Subtracting Money

Outcomes:

- Participating in Calendar Math Activities.
- Applying place value concepts to subtract money with regrouping.
- Subtracting 2-digit and 3-digit numbers with regrouping.
- Applying place value concepts to solve story problems involving money.
- Adding and subtracting 2-digit and 3-digit numbers with regrouping.

Lessons 1&2

Exploring Money & Composing an Amount

استكشاف النقود / تكوين مبلغ محدد

Egyptian Banknotes

أوراق النقود المصرية

Pound (LE)

جنيه مصري

One Pound

1 LE



جنيه واحد

Five Pounds

5 LE



خمسة جنيهات

Ten Pounds

10 LE



عشرة جنيهات

Twenty Pounds

20 LE



عشرون جنيهًا

Fifty Pounds

50 LE



خمسون جنيهًا

One Hundred Pounds

100 LE



مائة جنيه

Two Hundred Pounds

200 LE

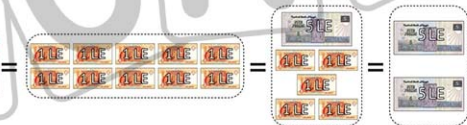


مائتا جنيه

Decomposing Money تحليل النقود



$$5 \text{ LE} = 1 \text{ LE} + 1 \text{ LE} + 1 \text{ LE} + 1 \text{ LE} + 1 \text{ LE}$$



$$= 1 \text{ LE} + 1 \text{ LE} + 1 \text{ LE} + 1 \text{ LE} + 1 \text{ LE} + 1 \text{ LE} + 1 \text{ LE} + 1 \text{ LE} + 1 \text{ LE} + 1 \text{ LE}$$

10 LE

$$= 5 \text{ LE} + 1 \text{ LE} + 1 \text{ LE} + 1 \text{ LE} + 1 \text{ LE} + 1 \text{ LE}$$

$$= 5 \text{ LE} + 5 \text{ LE}$$



$$= 10 \text{ LE} + 10 \text{ LE}$$

$$= 10 \text{ LE} + 5 \text{ LE} + 5 \text{ LE}$$

20 LE

$$= 10 \text{ LE} + 5 \text{ LE} + 1 \text{ LE} + 1 \text{ LE} + 1 \text{ LE} + 1 \text{ LE} + 1 \text{ LE}$$

$$= 5 \text{ LE} + 5 \text{ LE} + 5 \text{ LE} + 5 \text{ LE}$$

$50 \text{ LE} = 20 \text{ LE} + 20 \text{ LE} + 10 \text{ LE}$
 $50 \text{ LE} = 10 \text{ LE} + 10 \text{ LE} + 10 \text{ LE} + 10 \text{ LE} + 10 \text{ LE}$
 $50 \text{ LE} = 10 \text{ LE} + 10 \text{ LE} + 10 \text{ LE} + 10 \text{ LE} + 5 \text{ LE} + 5 \text{ LE}$

$100 \text{ LE} = 10 \text{ LE} + 10 \text{ LE} + 10 \text{ LE} + 10 \text{ LE} + 10 \text{ LE} + 10 \text{ LE} + 10 \text{ LE} + 10 \text{ LE} + 10 \text{ LE} + 10 \text{ LE}$
 $100 \text{ LE} = 50 \text{ LE} + 10 \text{ LE} + 10 \text{ LE} + 10 \text{ LE} + 10 \text{ LE} + 10 \text{ LE}$
 $100 \text{ LE} = 20 \text{ LE} + 20 \text{ LE} + 20 \text{ LE} + 20 \text{ LE} + 20 \text{ LE} = 50 \text{ LE} + 50 \text{ LE}$

$200 \text{ LE} = 20 \text{ LE} + 20 \text{ LE} + 20 \text{ LE} + 20 \text{ LE} + 20 \text{ LE} + 20 \text{ LE} + 20 \text{ LE} + 20 \text{ LE} + 20 \text{ LE} + 20 \text{ LE}$
 $200 \text{ LE} = 100 \text{ LE} + 20 \text{ LE} + 20 \text{ LE} + 20 \text{ LE} + 20 \text{ LE} + 20 \text{ LE}$
 $200 \text{ LE} = 50 \text{ LE} + 50 \text{ LE} + 50 \text{ LE} + 50 \text{ LE} = 100 \text{ LE} + 100 \text{ LE}$

1 Write the **amount** of money:

Ex.



$$100 + 50 + 20 + 10 + 1 + 1 + 1 + 1 = 184 \text{ Pounds.}$$



a = Pounds.



b = Pounds.



c = Pounds.



d = Pounds.

2 Write the **amount** of money:**Ex.**

| Hundreds | Tens | Ones |
|----------------------------------|------|------|
| 4 | 6 | 7 |
| $400 + 60 + 7 = 467 \text{ LE.}$ | | |



a

| Hundreds | Tens | Ones |
|-----------------------------|-------|-------|
| | | |
| + + = LE. | | |



b

| Hundreds | Tens | Ones |
|-----------------------------|-------|-------|
| | | |
| + + = LE. | | |



c

| Hundreds | Tens | Ones |
|-----------------------------|-------|-------|
| | | |
| + + = LE. | | |



d

| Hundreds | Tens | Ones |
|-----------------------------|-------|-------|
| | | |
| + + = LE. | | |



HOME ACTIVITIES

1 Find the **amount** of money:

a

$10 + 10 + 10 + 1 + 1$
 $=$ Pounds.

b

$20 + 20 + 10 + 1$
 $=$ Pounds.

c

$10 + 5 + 1$
 $=$ Pounds.

d

$20 + 20 + 5 + 1$
 $=$ Pounds.

e

$100 + 100 + 1 + 1 + 20$
 $=$ Pounds.

f

$200 + 50 + 10 + 10$
 $=$ Pounds.

g

50 LE 20 LE 10 LE 1 LE

+ + + + +

= Pounds.

h

200 LE 5 LE 1 LE

+ + + + +

= Pounds.

i

100 LE 20 LE 5 LE

+ + + + +

= Pounds.

j

1 LE 10 LE 20 LE 50 LE 100 LE 200 LE

+ + + + +

= Pounds.

2 Find the amount of money:

a

100 LE 10 LE 10 LE 10 LE 10 LE 1 LE

| Hundreds | Tens | Ones | Pounds |
|----------|------|------|--------|
| | | | |

+ + + =

b

100 LE 100 LE 100 LE 100 LE 20 LE 20 LE 20 LE 1 LE

| Hundreds | Tens | Ones | Pounds |
|----------|------|------|--------|
| | | | |

+ + + =

c

| Hundreds | Tens | Ones | Pounds |
|-------------------------------|-------|-------|--------|
| | | | |
| + + = | | | |

d

| Hundreds | Tens | Ones | Pounds |
|-------------------------------|-------|-------|--------|
| | | | |
| + + = | | | |

e

| Hundreds | Tens | Ones | Pounds |
|-------------------------------|-------|-------|--------|
| | | | |
| + + = | | | |

f

| Hundreds | Tens | Ones | Pounds |
|-------------------------------|-------|-------|--------|
| | | | |
| + + = | | | |

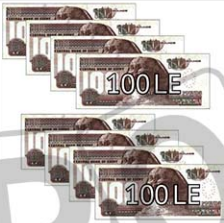
g

| Hundreds | Tens | Ones | Pounds |
|-------------------------------|-------|-------|--------|
| | | | |
| + + = | | | |

h


| Hundreds | Tens | Ones | Pounds |
|-------------------------------|-------|-------|--------|
| | | | |
| + + = | | | |

i




| Hundreds | Tens | Ones | Pounds |
|---|-------|-------|--------|
| | | | |
| $\text{.....} + \text{.....} + \text{.....} = \text{.....}$ | | | |

j




| Hundreds | Tens | Ones | Pounds |
|---|-------|-------|--------|
| | | | |
| $\text{.....} + \text{.....} + \text{.....} = \text{.....}$ | | | |

k



| Hundreds | Tens | Ones | Pounds |
|---|-------|-------|--------|
| | | | |
| $\text{.....} + \text{.....} + \text{.....} = \text{.....}$ | | | |

l



| Hundreds | Tens | Ones | Pounds |
|---|-------|-------|--------|
| | | | |
| $\text{.....} + \text{.....} + \text{.....} = \text{.....}$ | | | |

3 Match the equal amounts of money:



4 Complete using ($<$, $=$, or $>$):

a



220 LE

b

150 LE



c



120 LE

d

101 LE



e



50 LE

Worksheet 1

First: Choose the correct answer:

- a Seven hundred and six (in digits) = (760 or 706 or 716)
 b 3 Hundreds + 5 Tens + 2 Ones = (352 or 253 or 532)
 c $30 + 50 =$ (35 or 53 or 80)
 d 10 Tens = Hundreds (100 or 10 or 1)
 e comes just after 289. (330 or 290 or 288)

Second: Complete the following:

- a Ones + Hundreds = 708
 b The **smallest** 3-digit number is
 c The **value** of the digit 5 in 528 is
 d The **greatest** number formed from the digits 5, 3 and 8 is
 e 220, 225, 230, 235,,,

Third: Answer the following:

a Find the result:

$$\begin{array}{r} 1 \quad 72 \\ + 15 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \quad 36 \\ + 23 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \quad 78 \\ - 16 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \quad 69 \\ - 35 \\ \hline \end{array}$$

b Arrange the following numbers in an ascending order:

125 , 364 , 208 , 346 , 215

c Find the amount of money:

1



2



Lessons

3-5

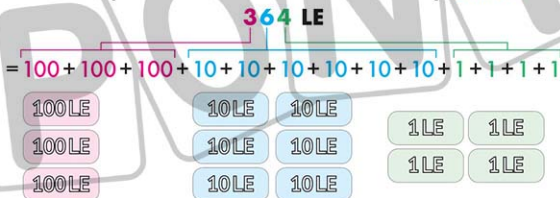
Applications on Money & Work With Money

تطبيقات على النقود / التعامل بالنقود

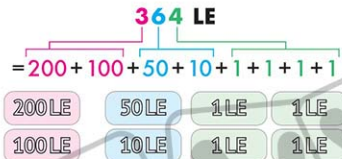
Lessons 3-5

Ex.

Decompose and draw the amount of money: 364 LE



OR

There are **several ways** to express this amount.1 Draw according to the **amount** of money:

a

235 LE

b

160 LE

c

83 LE

Ex.

Decompose and draw the amount of money: 436 LE

| 200LE | 200LE | 10LE | 10LE | 10LE | 5LE | 1LE |
|----------|-------|------|------|------|--------|-----|
| Hundreds | Tens | | Ones | | Pounds | |
| 4 | 3 | | 6 | | 436 | |
| 400 | 30 | | 6 | | = | 436 |

There are **several ways** to express this amount.**2** Decompose and draw the **amount** of money:

a

| Hundreds | Tens | Ones | Pounds |
|----------------------------|-------|-------|--------|
| | | | |
| + + = 57 | | | |

b

| Hundreds | Tens | Ones | Pounds |
|-----------------------------|-------|-------|--------|
| | | | |
| + + = 257 | | | |

c

| Hundreds | Tens | Ones | Pounds |
|-----------------------------|-------|-------|--------|
| | | | |
| + + = 371 | | | |

d

| Hundreds | Tens | Ones | Pounds |
|-----------------------------|-------|-------|--------|
| | | | |
| + + = 730 | | | |

e

| Hundreds | Tens | Ones | Pounds |
|----------------------------|-------|-------|--------|
| | | | |
| + + = 34 | | | |

f

| Hundreds | Tens | Ones | Pounds |
|-----------------------------|-------|-------|--------|
| | | | |
| + + = 204 | | | |



HOME ACTIVITIES

1 Decompose and draw the **amount** of money:

a 75 Pounds = _____

b 96 Pounds = _____

c 213 Pounds = _____

d 364 Pounds = _____

e 508 Pounds = _____

f 115 Pounds = _____

g 287 Pounds = _____

h 327 Pounds = _____

2 Draw according to the **amount** of money:

a

| Hundreds | Tens | Ones | Pounds |
|-----------------------------|-------|-------|--------|
| | | | |
| + + = 321 | | | |

b

| Hundreds | Tens | Ones | Pounds |
|-----------------------------|-------|-------|--------|
| | | | |
| + + = 747 | | | |

c

| Hundreds | Tens | Ones | Pounds |
|-----------------------------|-------|-------|--------|
| | | | |
| + + = 230 | | | |

d

| Hundreds | Tens | Ones | Pounds |
|-----------------------------|-------|-------|--------|
| | | | |
| + + = 883 | | | |

e

| Hundreds | Tens | Ones | Pounds |
|-----------------------------|-------|-------|--------|
| | | | |
| + + = 457 | | | |

f

| Hundreds | Tens | Ones | Pounds |
|-----------------------------|-------|-------|--------|
| | | | |
| + + = 654 | | | |

g

| Hundreds | Tens | Ones | Pounds |
|----------|-------|-------|------------|
| | | | |
| | + | | = 83 |

h

| Hundreds | Tens | Ones | Pounds |
|----------|-------|-------|-------------|
| | | | |
| | + | | = 213 |

i

| Hundreds | Tens | Ones | Pounds |
|----------|-------|-------|-------------|
| | | | |
| | + | | = 257 |

j

| Hundreds | Tens | Ones | Pounds |
|----------|-------|-------|-------------|
| | | | |
| | + | | = 247 |

k

| Hundreds | Tens | Ones | Pounds |
|----------|-------|-------|-------------|
| | | | |
| | + | | = 170 |

l

| Hundreds | Tens | Ones | Pounds |
|----------|-------|-------|-------------|
| | | | |
| | + | | = 703 |

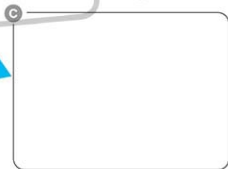
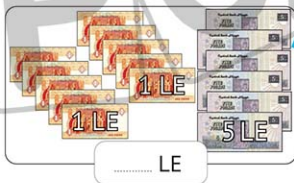
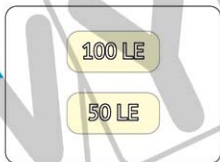
m

| Hundreds | Tens | Ones | Pounds |
|----------|-------|-------|-------------|
| | | | |
| | + | | = 302 |

n

| Hundreds | Tens | Ones | Pounds |
|----------|-------|-------|-------------|
| | | | |
| | + | | = 304 |

- 3 Calculate the amount of money and then draw it in another way, as in the following example:



4 Match the **equal** amounts of money:

a

..... LE

b

..... LE

c

..... LE

d

..... LE

e

..... LE

1

..... LE

2

..... LE

3

..... LE

4

..... LE

5

..... LE

Worksheet 2

First: Choose the correct answer:

- a 690 is **more than** 490 by (2 or 20 or 200)
 b 2 Ones + 6 Hundreds + 3 Tens = (263 or 632 or 236)
 c $4 + 0 + 2 =$ (6 or 42 or 402)
 d $706 = 6 +$ (7 or 70 or 700)
 e The number of edges of the **cube** is (6 or 8 or 12)

Second: Complete the following:

- a Eight hundred and eighty eight = $800 + 8 +$
 b The **place value** of the digit 6 in 567 is
 c The number that comes just **before** 567 is
 d The **greatest** 3-digit number formed from the digits 3 and 9 is
 e 20 Tens = Hundreds =

Third: Answer the following:

- a Arrange the following numbers in an ascending order:

564 , 465 , 654 , 456 , 546

- b Draw according to the amount of money:

1

| Hundreds | Tens | Ones | Pounds |
|-----------------------------|-------|-------|--------|
| | | | |
| + + = 351 | | | |

2

| Hundreds | Tens | Ones | Pounds |
|----------------------------|-------|-------|--------|
| | | | |
| + + = 56 | | | |

Lessons 6&7

Saving and Purchasing & Place Value for Amounts

الادخار والشراء / القيمة المكانية لمبالغ نقدية

6&7

Lessons

- 1 Use your **banknotes** to create each amount shown below.
Draw the combination of banknotes you used to **purchase** each item.

Ex.

200 LE

20 LE

20 LE



240 LE

a



29 LE

b



300 LE

c



102 LE

d



221 LE

e



97 LE

2 Add the amount of money and match each **total** to a **price**:

a

| | | | |
|----------|------|------|------------|
| 100LE | 50LE | 1LE | |
| | 1LE | 1LE | |
| Hundreds | Tens | Ones | = LE |

1



29 LE

b

| | | | |
|----------|------|------|------------|
| 10LE | 5LE | 1LE | |
| | 1LE | 1LE | |
| Hundreds | Tens | Ones | = LE |

2



153 LE

c

| | | | |
|----------|------|------|------------|
| 10LE | 5LE | 1LE | 1LE |
| | 10LE | 1LE | 1LE |
| Hundreds | Tens | Ones | = LE |

3



34 LE

d

| | | | |
|----------|------|------|------------|
| 100LE | 10LE | 1LE | 1LE |
| | 10LE | 1LE | 1LE |
| Hundreds | Tens | Ones | = LE |

4



61 LE

e

| | | | |
|----------|------|------|------------|
| 10LE | 10LE | 1LE | 1LE |
| | 10LE | 1LE | 1LE |
| Hundreds | Tens | Ones | = LE |

5



18 LE

f

| | | | |
|----------|------|------|------------|
| 50LE | 10LE | 1LE | |
| | | | |
| Hundreds | Tens | Ones | = LE |

6



184 LE

Budget



- 3 You have 200 LE to spend at the store. Buy as many items as you can, then write each item you purchase and its price below:

| Item | Price | Add your prices here to keep track of your total. |
|------|-------|---|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |



HOME ACTIVITIES

- 1 Use your **banknotes** to create each amount shown below. Draw the combination of banknotes you use to **purchase** each item:

a



29 LE

b



102 LE

c



240 LE

d



216 LE

e



150 LE

f



300 LE

g



415 LE

h



72 LE

- 2 Use your **banknotes** to create each amount shown below. Draw the combination of banknotes you use to **purchase** each item:

a



220 LE

b



502 LE

c



107 LE

d



135 LE

e



610 LE

f



35 LE

g



221 LE

h



18 LE

3 Add each amount of money, then match each **total** to a **price**:

a

| | | | |
|----------|------|------|------------|
| 100LE | 10LE | 10LE | |
| | 1LE | 1LE | |
| Hundreds | Tens | Ones | = LE |

1




124 LE

b

| | | | |
|----------|------|------|------------|
| 10LE | 10LE | 10LE | 1LE |
| 10LE | 10LE | 1LE | 1LE |
| Hundreds | Tens | Ones | = LE |

2



66 LE

c

| | | | |
|----------|------|------|------------|
| 100LE | 10LE | 1LE | 1LE |
| | 10LE | 1LE | 1LE |
| Hundreds | Tens | Ones | = LE |

3



122 LE

d

| | | | |
|----------|------|------|------------|
| 10LE | 1LE | 1LE | 1LE |
| 50LE | 1LE | 1LE | 1LE |
| Hundreds | Tens | Ones | = LE |

4



53 LE

e

| | | | |
|----------|------|------|------------|
| 50LE | 10LE | 5LE | |
| Hundreds | Tens | Ones | = LE |

5



181 LE

f

| | | | |
|----------|------|------|------------|
| 50LE | 50LE | 10LE | 1LE |
| | 50LE | 10LE | 10LE |
| Hundreds | Tens | Ones | = LE |

6



65 LE

4 Add each amount of money, then match each **total** to a **price**:

a

| | | | |
|----------|------|------|------------|
| 100LE | 10LE | 10LE | 1LE |
| | | | 1LE |
| 50LE | 10LE | 1LE | 1LE |
| Hundreds | Tens | Ones | = LE |

1



18 LE

b

| | | | |
|----------|------|------|------------|
| 10LE | 5LE | 1LE | 1LE |
| | | 1LE | |
| | | | |
| Hundreds | Tens | Ones | = LE |

2



184 LE

c

| | | | |
|----------|------|------|------------|
| 50LE | 10LE | 1LE | |
| | | | |
| | | | |
| Hundreds | Tens | Ones | = LE |

3



29 LE

d

| | | | |
|----------|------|------|------------|
| 10LE | 5LE | 1LE | 1LE |
| | 10LE | 1LE | 1LE |
| | | | |
| Hundreds | Tens | Ones | = LE |

4



61 LE

e

| | | | |
|----------|------|------|------------|
| 100LE | 50LE | 1LE | 1LE |
| | | 1LE | |
| | | | |
| Hundreds | Tens | Ones | = LE |

5



34 LE

f








| | | | |
|----------|------|------|------------|
| 10LE | 10LE | 1LE | 1LE |
| | 10LE | 1LE | 1LE |
| | | | |
| Hundreds | Tens | Ones | = LE |

6



153 LE

- 5** You have 500 LE to spend at the store. Buy as many items as you can, then write each item you purchase and its price below:

| | | | | |
|---|--|---|---|--|
| <p>73 LE</p>  <p>T-shirt</p> | <p>86 LE</p>  <p>Ball</p> | <p>15 LE</p>  <p>Pack of pencils</p> | <p>57 LE</p>  <p>Plush toy</p> | <p>127 LE</p>  <p>Bicycle</p> |
| <p>101 LE</p>  <p>Board game</p> | <p>41 LE</p>  <p>Toy</p> | <p>3 LE</p>  <p>Glue</p> | <p>335 LE</p>  <p>Jacket</p> | <p>5 LE</p>  <p>Candies</p> |
| <p>17 LE</p>  <p>Nuts</p> | <p>28 LE</p>  <p>Book</p> | <p>292 LE</p>  <p>Backpack</p> | <p>9 LE</p>  <p>Scissors</p> | <p>450 LE</p>  <p>Shoes</p> |

[illegible]

- 150 LE

A cartoon illustration of a small, brown and white pony sitting on a stack of books and reading a book. The pony has a friendly expression, large eyes, and a small mane. It is holding an open book with both front hooves. The background is plain white.

Worksheet 3

First: Choose the correct answer:

- a The **value** of 5 in 536 is (50 or 5 or 500)
- b 475 457 (> or = or <)
- c The **place value** of 7 in 745 is (Ones or Tens or Hundreds)
- d The **greatest** 3-different-digit number is (999 or 987 or 897)
- e Seven hundred and forty = (714 or 740 or 704)

Second: Complete the following:

- a "3 Ones, 5 Tens, 2 Hundreds" in **digits** is
- b $853 = \dots + 50 + \dots$
- c The **greatest** number formed from the digits 7, 3 and 5 is
- d 310, 320, 330,,, (In the same pattern)
- e The **greatest** number formed from 9, 5 and 8 is

Third: Answer the following:

a Find the result:

$$\begin{array}{r} 1 \quad 16 \\ + 62 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \quad 52 \\ + 25 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \quad 84 \\ - 12 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \quad 78 \\ - 46 \\ \hline \end{array}$$

b Arrange the following numbers in an ascending order:

211 , 380 , 247 , 292

c Draw the combination of banknotes you use to purchase each item:

1



2



Lesson

8

Adding Using Money

الجمع باستخدام النقود

| | | | | | |
|--------|-------|--------------|---------|------------|--------|
| Price | ثمن | Pound (LE) | جنيه | Sum | مجموع |
| Money | نقود | Piaster (PT) | قرش | Total | مجموع |
| Buy | يشترى | Has/have | يملك | Altogether | معاً |
| Bought | اشترى | Had | كان معه | Remainder | الباقى |
| Pay | يدفع | How much | كم كمية | Left | الباقى |
| Paid | دفع | How many | كم عدد | Difference | الفرق |

1 Solve the following story problems:

- a Ali has 42 LE, and his brother has 57 LE. How much money do they have **altogether**?
- b Salma's mother gave her 29 LE to buy some fruits. She bought a basket of fruit for 14 LE. How many pounds does Salma have **left**?
- c Aya saved 33 LE in one month. The next month, she saved 24 LE. How much money did Aya save **in all**?
- d Mostafa's father gave him 99 LE for his birthday. He bought a new pair of shoes for 86 LE. How many pounds does Mostafa have **left**?
- e Tarek bought a book for 44 LE, and a new football for 44 LE. How much money did Tarek **pay**?

- 2 Create a story problem; it can be an **addition** or **subtraction** problem. Use the words shown, then solve it.

a Eman - Ahmed - has - 48 LE - 50 LE - how much - money - altogether.

b Nada - bought - a jacket - 74 LE - a shirt - 25 LE - find - the price.

c Salah - had - 95 LE - bought - a bicycle - 85 LE - the money left.

d Mohamed - saved - 57 LE - spent - 23 LE - the money left.



HOME ACTIVITIES

1 Solve the following story problems:

- a** Ali has 42 LE, and his brother has 57 LE. How much money do they have **altogether**?

.....

- b** Salma's mother gave her 29 LE to buy some fruits. She bought a basket of fruit for 14 LE. How many pounds does Salma have **left**?

.....

- c** Aya saved 33 LE in one month. The next month, she saved 24 LE. How much money does Aya have **in all**?

.....

- d** Mostafa's father gave him 99 LE for his birthday. He bought a new pair of shoes for 86 LE. How many pounds does Mostafa have **left**?

.....

- e** Tarek bought a book for 44 LE, and a new football for 44 LE. How much money did Tarek **pay**?

.....

- f** Omar had 75 LE saved for a bike. The bike that he wants costs 62 LE. After he buys the bike, how much money will he have **left**?

.....

- g** Nadine saved 89 LE. She wanted to buy a pair of jeans. The jeans cost 79 LE. How much money will she have **left** after she buys the jeans?

.....

- h** Farah went to the market. She bought some beef for 55 LE, some chicken for 30 LE, and some milk for 13 LE. How much money did she spend in all?

- i** Eman's grandmother gave her and her brother Karim money for their birthdays. She gave each child 42 LE. How much money did Eman's grandmother give her grandchildren in all?

- j** Tarek and his friend Karim both bought new footballs. Tarek's football cost 16 LE, and Karim's football cost 42 LE. How much money did both boys spend on their footballs?

- 2** Create a story problem; it can be an addition or subtraction problem. Use the words shown, then solve it.

- a** Eman – Ahmed – has – 48 LE – 50 LE – how much – money – altogether.

- b** Sara – Zeiad – has – 35 LE – 14 LE – how much – altogether.

- c Nada – bought – a jacket – 46 LE – a shirt – 30 LE – find – the price.

- d Jana – bought – a toy – 32 LE – a bag – 52 LE – find – the price.

- e Salah – had – 96 LE – bought – a bicycle – 72 LE – the money left.

- f Fady – had 85 LE – bought – a jacket – 53 LE – the money left.

- g Mohamed – saved – 78 LE – spent – 56 LE – the money left.

Worksheet 4

First: Choose the correct answer:

- a The **smallest** 3-digit number is (100 **or** 902 **or** 123)
- b $400 + 50 + 8 =$ (540 **or** 458 **or** 754)
- c The number that comes **after** 399 is (400 **or** 499 **or** 390)
- d Seven hundred and forty-one = (417 **or** 741 **or** 147)
- e 10 Tens = Hundred(s) (100 **or** 10 **or** 1)

Second: Complete the following:

- a The **value** of the digit 5 in 254 is
- b The **greatest** 3-different-digit number is
- c The number of vertices of the **cube** is
- d The **greatest** number formed from the digits 5, 3 and 8 is
- e 520, 525, 530, 535,,,

Third: Answer the following:

a Complete using (<, =, or >):

1 6 Hundreds + 5 Tens + 3 Ones \quad 400 + 72

2 9 Hundreds \quad 90 Tens

3 $24 + 45$ \quad $80 - 30$

- b Salam's mother gave her 29 LE to buy some fruits. She bought a basket of fruit for 14 LE. How many pounds does Salma have **left**?
-

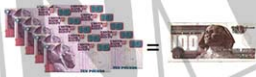
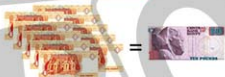
- c Mostafa's father gave him 99 LE for his birthday. He bought a new pair of shoes for 86 LE. How many pounds does Mostafa have **left**?
-

Lessons 9&10

Subtracting Using Money & Applications on Adding and Subtracting Money

الطرح باستخدام النقود / تطبيقات على جمع وطرح النقود

Remember






First:

Adding Money

Ex.

Find the sum of (247 LE + 476 LE)




| Amount | Hundreds  | Tens  | Ones  |
|----------|---|---|---|
| 247 LE | 2 | 4 | 7 |
| + 476 LE | 4 | 7 | 6 |
| Sum | 6 6 7 | 1 1 1 2 2 | 1 3 3 3 |

Second:

Subtracting Money




Ex.

Subtract (523 LE - 176 LE)

| Amount | Hundreds  | Tens  | Ones  |
|------------|---|---|---|
| 523 LE | 5 5 4 | 2 2 1 11 | 3 13 |
| - 176 LE | 1 | 7 | 6 |
| Difference | 3 | 4 | 7 |

1 Add:

a

| Amount | Hundreds | Tens | Ones |
|--------|---|---|---|
| 315 LE |  |  |  |
| 154 LE | | | |
| Sum | | | |

b

| Amount | Hundreds | Tens | Ones |
|--------|---|---|---|
| 147 LE |  |  |  |
| 272 LE | | | |
| Sum | | | |

c

| Amount | Hundreds | Tens | Ones |
|--------|---|---|---|
| 438 LE |  |  |  |
| 127 LE | | | |
| Sum | | | |

d

| Amount | Hundreds | Tens | Ones |
|--------|---|---|---|
| 528 LE |  |  |  |
| 297 LE | | | |
| Sum | | | |

e

| Amount | Hundreds | Tens | Ones |
|--------|---|---|---|
| 239 LE |  |  |  |
| 288 LE | | | |
| Sum | | | |


f

| Amount | Hundreds | Tens | Ones |
|--------|---|------|---|
| 405 LE |  | |  |
| 195 LE | | | |
| Sum | | | |

g




| Amount | Hundreds | Tens | Ones |
|--------|----------|---|---|
| 89 LE | |  |  |
| 75 LE | | | |
| Sum | | | |

h




| Amount | Hundreds | Tens | Ones |
|--------|----------|---|---|
| 29 LE | |  |  |
| 47 LE | | | |
| Sum | | | |

2 Subtract:




a

| Amount | Hundreds | Tens | Ones |
|------------|---|---|---|
| |  |  |  |
| 569 LE | | | |
| 127 LE | | | |
| Difference | | | |




b

| Amount | Hundreds | Tens | Ones |
|------------|---|---|---|
| |  |  |  |
| 748 LE | | | |
| 329 LE | | | |
| Difference | | | |




c

| Amount | Hundreds | Tens | Ones |
|------------|---|---|---|
| |  |  |  |
| 523 LE | | | |
| 278 LE | | | |
| Difference | | | |




d

| Amount | Hundreds | Tens | Ones |
|------------|---|---|---|
| |  |  |  |
| 508 LE | | | |
| 253 LE | | | |
| Difference | | | |




e

| Amount | Hundreds | Tens | Ones |
|------------|---|---|---|
| |  |  |  |
| 428 LE | | | |
| 172 LE | | | |
| Difference | | | |




f

| Amount | Hundreds | Tens | Ones |
|------------|---|---|---|
| |  |  |  |
| 654 LE | | | |
| 378 LE | | | |
| Difference | | | |

g

| Amount | Hundreds | Tens | Ones |
|------------|---|---|---|
| |  |  |  |
| 700 LE | | | |
| 187 LE | | | |
| Difference | | | |

h

| Amount | Hundreds | Tens | Ones |
|------------|---|---|---|
| |  |  |  |
| 602 LE | | | |
| 357 LE | | | |
| Difference | | | |



HOME ACTIVITIES

1 Add:

a

| Amount | Hundreds | Tens | Ones |
|--------|----------|------|------|
| | | | |
| 247 LE | | | |
| 125 LE | | | |
| Sum | | | |

b

| Amount | Hundreds | Tens | Ones |
|--------|----------|------|------|
| | | | |
| 458 LE | | | |
| 236 LE | | | |
| Sum | | | |

c

| Amount | Hundreds | Tens | Ones |
|--------|----------|------|------|
| | | | |
| 524 LE | | | |
| 123 LE | | | |
| Sum | | | |

d

| Amount | Hundreds | Tens | Ones |
|--------|----------|------|------|
| | | | |
| 638 LE | | | |
| 107 LE | | | |
| Sum | | | |

e

| Amount | Hundreds | Tens | Ones |
|--------|----------|------|------|
| | | | |
| 652 LE | | | |
| 248 LE | | | |
| Sum | | | |

f

| Amount | Hundreds | Tens | Ones |
|--------|----------|------|------|
| | | | |
| 724 LE | | | |
| 172 LE | | | |
| Sum | | | |

g




| Amount | Hundreds | Tens | Ones |
|--------|----------|------|------|
| | | | |
| 560 LE | | | |
| 159 LE | | | |
| Sum | | | |

h




| Amount | Hundreds | Tens | Ones |
|--------|----------|------|------|
| | | | |
| 287 LE | | | |
| 279 LE | | | |
| Sum | | | |

2 Add:




a

| Amount | Hundreds | Tens | Ones |
|--------|---|---|---|
| 725 LE |  |  |  |
| 273 LE | | | |
| Sum | | | |



b

| Amount | Hundreds | Tens | Ones |
|--------|---|---|---|
| 632 LE |  |  |  |
| 157 LE | | | |
| Sum | | | |



c

| Amount | Hundreds | Tens | Ones |
|--------|---|---|---|
| 624 LE |  |  |  |
| 182 LE | | | |
| Sum | | | |


d

| Amount | Hundreds | Tens | Ones |
|--------|---|---|---|
| 247 LE |  |  |  |
| 189 LE | | | |
| Sum | | | |



e

| Amount | Hundreds | Tens | Ones |
|--------|---|------|---|
| 605 LE |  | |  |
| 187 LE | | | |
| Sum | | | |



f

| Amount | Hundreds | Tens | Ones |
|--------|---|------|------|
| 500 LE |  | | |
| 455 LE | | | |
| Sum | | | |

g




| Amount | Hundreds | Tens | Ones |
|--------|----------|---|---|
| 75 LE | |  |  |
| 19 LE | | | |
| Sum | | | |

h




| Amount | Hundreds | Tens | Ones |
|--------|----------|---|---|
| 83 LE | |  |  |
| 57 LE | | | |
| Sum | | | |

3 Subtract:




a

| Amount | Hundreds | Tens | Ones |
|------------|---|---|---|
| 854 LE |  |  |  |
| 142 LE | | | |
| Difference | | | |




b

| Amount | Hundreds | Tens | Ones |
|------------|---|---|---|
| 632 LE |  |  |  |
| 321 LE | | | |
| Difference | | | |




c

| Amount | Hundreds | Tens | Ones |
|------------|---|---|---|
| 456 LE |  |  |  |
| 126 LE | | | |
| Difference | | | |




d

| Amount | Hundreds | Tens | Ones |
|------------|---|---|---|
| 724 LE |  |  |  |
| 224 LE | | | |
| Difference | | | |




e

| Amount | Hundreds | Tens | Ones |
|------------|---|---|---|
| 514 LE |  |  |  |
| 123 LE | | | |
| Difference | | | |

f

| Amount | Hundreds | Tens | Ones |
|------------|---|---|---|
| 638 LE |  |  |  |
| 481 LE | | | |
| Difference | | | |




g




| Amount | Hundreds | Tens | Ones |
|------------|---|---|---|
| 753 LE |  |  |  |
| 175 LE | | | |
| Difference | | | |

h




| Amount | Hundreds | Tens | Ones |
|------------|---|---|---|
| 674 LE |  |  |  |
| 269 LE | | | |
| Difference | | | |




4 Subtract:




| a | Amount | Hundreds | Tens | Ones |
|---|------------|---|---|---|
| | |  |  |  |
| | 555 LE | | | |
| | 183 LE | | | |
| | Difference | | | |


| b | Amount | Hundreds | Tens | Ones |
|---|------------|---|---|---|
| | |  |  |  |
| | 617 LE | | | |
| | 259 LE | | | |
| | Difference | | | |




| c | Amount | Hundreds | Tens | Ones |
|---|------------|---|---|---|
| | |  |  |  |
| | 328 LE | | | |
| | 150 LE | | | |
| | Difference | | | |

| d | Amount | Hundreds | Tens | Ones |
|---|------------|---|---|---|
| | |  |  |  |
| | 527 LE | | | |
| | 279 LE | | | |
| | Difference | | | |

| e | Amount | Hundreds | Tens | Ones |
|---|------------|---|---|---|
| | |  |  |  |
| | 421 LE | | | |
| | 137 LE | | | |
| | Difference | | | |

| f | Amount | Hundreds | Tens | Ones |
|---|------------|---|---|---|
| | |  |  |  |
| | 503 LE | | | |
| | 159 LE | | | |
| | Difference | | | |

| g | Amount | Hundreds | Tens | Ones |
|---|------------|---|---|---|
| | |  |  |  |
| | 425 LE | | | |
| | 198 LE | | | |
| | Difference | | | |

| h | Amount | Hundreds | Tens | Ones |
|---|------------|---|---|---|
| | |  |  |  |
| | 600 LE | | | |
| | 275 LE | | | |
| | Difference | | | |

Worksheet 5


First: Choose the correct answer:

- a Nine hundred and fifteen = (915 or 950 or 905)
 b 6 Hundreds + 3 Ones + 2 Tens = (632 or 623 or 236)
 c The number that comes right after 569 is (579 or 568 or 570)
 d The value of the digit 4 in 942 is (4 or 40 or 400)
 e 20 LE + 20 LE + 10 LE = LE. (221 or 410 or 50)

Second: Answer the following:


a Find the amount of money:

1



| | | | | | | | | | | |
|---------|---|-------|---|-------|---|-------|---|-------|---|-------|
| | + | | + | | + | | + | | + | |
| Pounds. | | | | | | | | | | |

2



| Hundreds | Tens | Ones | Pounds |
|----------|-------|-------|--------|
| | | | |
| + + = | | | |

b Draw according to the amount of money:



1

| Hundreds | Tens | Ones | Pounds |
|-----------|-------|-------|--------|
| | | | |
| + + = 371 | | | |




2

| Hundreds | Tens | Ones | Pounds |
|-----------|-------|-------|--------|
| | | | |
| + + = 730 | | | |

c Add:

| Amount | Hundreds | Tens | Ones |
|--------|---|---|---|
| |  |  |  |
| 405 LE | | | |
| 195 LE | | | |
| Sum | | | |

d Subtract:

| Amount | Hundreds | Tens | Ones |
|------------|---|---|---|
| |  |  |  |
| 654 LE | | | |
| 378 LE | | | |
| Difference | | | |

Chapter 8

Chapter Lessons



Lessons 1–3 Even Numbers and Odd Numbers

Outcomes:

- Participating in Calendar Math Activities.
- Determining whether a number is even or odd.
- Describing a number as even or odd.
- Determining whether doubling a number results in an even or an odd sum.
- Finding the sum of two numbers.
- Determining whether adding an even and an odd number results in an even or an odd sum.

Lessons 6–10 Arrays

Outcomes:

- Participating in Calendar Math Activities.
- Defining arrays.
- Identifying arrays and non-arrays.
- Creating an array.
- Using repeated addition to find the total number of objects in an array.
- Writing an addition equation to express the total number of objects in an array.
- Designing an array using repeated addition.

Lessons 4&5 Patterns

Outcomes:

- Participating in Calendar Math Activities.
- Identifying the rule for a numerical pattern.
- Extending a numerical pattern into two places.
- Applying a rule to create a numerical pattern up to five places.
- Adding or subtracting to extend a pattern.
- Matching a rule to a numerical pattern.
- Extending a numerical pattern using a given rule.
- Creating a pattern rule and matching numerical patterns.
- Creating addition and subtraction pattern rules.
- Extending numerical patterns to five places using a given rule.



Lessons

1-3

Even Numbers and Odd Numbers

الأعداد الزوجية والفردية

Even Numbers

الأعداد الزوجية



Even numbers **can** make perfect partners; no one will be left out.

So, 6 is an **even** number.

هي الأعداد التي يمكن قسمتها إلى جزأين متساويين (بدون باقي).

Any number that has 0, 2, 4, 6 or 8 in the **Ones** place is called an **even** number.

1 Circle the **even** numbers:

200 , 15 , 63 , 20 ,
84 , 913 , 910 , 212 ,
214 , 187 , 520 , 113 ,
772 , 366 , 781 , 28

Odd Numbers

الأعداد الفردية



Odd numbers **cannot** make perfect partners; one will be left out.

So, 7 is an **odd** number.

هي الأعداد التي لا يمكن قسمتها إلى جزأين متساويين (الباقى دائماً واحد).

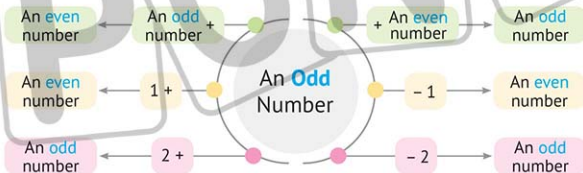
Any number that has 1, 3, 5, 7 or 9 in the **Ones** place is called an **odd** number.

2 Circle the **odd** numbers:

48 , 51 , 127 , 366 ,
541 , 147 , 258 , 362 ,
270 , 21 , 547 , 36 ,
121 , 255 , 474

3 Complete:

- The **even** number that comes just **after** 24 is
- The **even** number that comes just **after** 313 is
- The **odd** number that comes just **before** 91 is
- The **odd** number that comes just **before** 350 is
- The **odd** numbers **between** 25 and 32 are

**4 Complete:**

- The sum of two **odd** numbers is an number.
- The sum of two **even** numbers is an number.
- The sum of an **odd** number and an **even** number is an number.
- The sum of an **odd** number and 1 is an number.
- The sum of an **even** number and 2 is an number.

- 5 Double each number and then determine if the sum is an even number or an odd number:

| Number | Double | Even Number or Odd Number |
|--------|-------------------------|---------------------------|
| a 2 | $2 + 2 = 4$ | Even Number |
| b 5 | $\dots + \dots = \dots$ | |
| c 9 | $\dots + \dots = \dots$ | |
| d 6 | $\dots + \dots = \dots$ | Even Number |
| e 13 | $\dots + \dots = \dots$ | |
| f 10 | $\dots + \dots = \dots$ | |

- 6 Find the sum and then determine if the sum is an even number or an odd number:

| Addition | Sum | Even Number or Odd Number |
|-------------|-------------------------|---------------------------|
| a $5 + 7$ | 12 | Even Number |
| b $3 + 6$ | $\dots + \dots = \dots$ | |
| c $8 + 6$ | $\dots + \dots = \dots$ | |
| d $37 + 15$ | $\dots + \dots = \dots$ | |
| e $24 + 25$ | $\dots + \dots = \dots$ | |
| f $12 + 38$ | $\dots + \dots = \dots$ | |



HOME ACTIVITIES

1 Circle the **even** numbers:

125 , 278 , 568 , 249 , 52 , 76 , 621 , 95

473 , 111 , 337 , 900 , 54 , 101 , 645 , 62

503 , 210 , 374 , 222 , 12 , 219 , 320 , 15

660 , 277 , 126 , 357 , 103 , 38 , 20 , 999

2 Circle the **odd** numbers:

541 , 257 , 336 , 774 , 89 , 98 , 56 , 65

102 , 315 , 211 , 112 , 108 , 659 , 221 , 100

45 , 12 , 290 , 244 , 131 , 633 , 717 , 210

103 , 275 , 600 , 444 , 68 , 92 , 137 , 415

3 Complete:

a The **even** number that comes right **after**:

1 33 is 2 52 is 3 59 is

4 622 is 5 924 is 6 155 is

b The **even** number that comes right **before**:

1 12 is 2 30 is 3 61 is

4 345 is 5 102 is 6 700 is

4 Complete:

- a The
- odd**
- number that comes right
- after**
- :

1 23 is 2 53 is 3 99 is

4 126 is 5 421 is 6 550 is

- b The
- odd**
- number that comes right
- before**
- :

1 14 is 2 67 is 3 41 is

4 534 is 5 100 is 6 777 is

5 Complete:

- a The odd numbers
- between**
- 52 and 62 are:

.....

- b The even numbers
- between**
- 102 and 110 are:

.....

- c The sum of two
- odd**
- numbers is an number.

- d The sum of two
- even**
- numbers is an number.

- e The sum of an
- odd**
- number and an
- even**
- number is an number.

- f An
- odd**
- number + 1 = an number.

- g An
- odd**
- number + 2 = an number.

- h An
- odd**
- number - 1 = an number.

- i An
- odd**
- number - 2 = an number.

- j An
- even**
- number + 1 = an number.

- k An
- even**
- number + 2 = an number.

- l An
- even**
- number - 1 = an number.

- m An
- even**
- number - 2 = an number.



- 6 Double each number and then determine if the sum is an even number or an odd number:

| Number | Double | Even Number or Odd Number | Number | Double | Even Number or Odd Number |
|--------|--------------|---------------------------|--------|-----------------|---------------------------|
| a 2 | $2 + 2 = 4$ | | j 43 | $43 + 43 = 86$ | |
| b 3 | $3 + 3 = 6$ | | k 25 | $25 + 25 = 50$ | |
| c 7 | $7 + 7 = 14$ | | l 44 | $44 + 44 = 88$ | |
| d 8 | $8 + 8 = 16$ | | m 18 | $18 + 18 = 36$ | |
| e 9 | $9 + 9 = 18$ | | n 19 | $19 + 19 = 38$ | |
| f 1 | $1 + 1 = 2$ | | o 10 | $10 + 10 = 20$ | |
| g 5 | $5 + 5 = 10$ | | p 51 | $51 + 51 = 102$ | |
| h 6 | $6 + 6 = 12$ | | q 26 | $26 + 26 = 52$ | |
| i 4 | $4 + 4 = 8$ | | r 32 | $32 + 32 = 64$ | |

- 7 Find the sum and then determine if the sum is an even number or an odd number:

| Addition | Sum | Even Number or Odd Number | Addition | Sum | Even Number or Odd Number |
|-----------|-----|---------------------------|-----------|-----|---------------------------|
| a $4+3$ | | | j $23+5$ | | |
| b $8+6$ | | | k $14+7$ | | |
| c $7+7$ | | | l $9+17$ | | |
| d $9+5$ | | | m $33+8$ | | |
| e $4+2$ | | | n $22+18$ | | |
| f $12+14$ | | | o $77+2$ | | |
| g $17+8$ | | | p $37+4$ | | |
| h $12+5$ | | | q $12+81$ | | |
| i $23+31$ | | | r $43+36$ | | |

Worksheet 1

First: Choose the correct answer:

- a The **even** number that comes right **after** 452 is
(451 **or** 453 **or** 454)
- b The sum of two **odd** numbers is an number. (odd **or** even)
- c 5 Ones + 7 Tens + 6 Hundreds = (576 **or** 675 **or** 765)
- d The **smallest** 3-digit number is (100 **or** 102 **or** 123)
- e is an **even** number. (253 **or** 867 **or** 536)

Second: Complete the following:

- a 25, 43, 267, are numbers.
- b The **greatest** 3-different-digit number is
- c The **place value** of the digit 8 in 258 is
- d The **odd** number that comes right **before** 101 is
- e $208 = 8 +$

Third: Answer the following:

- a **From the following numbers:**

425 , 47 , 102 , 318 , 236 , 223 , 71 , 479 , 80

The **even** numbers are:

The **odd** numbers are:

- b **Create a story problem, then solve it:**

Salah – had – **500 LE** – bought – a bicycle – **300 LE** – the money left.

.....

.....

.....

.....

Lessons

4&5

Patterns

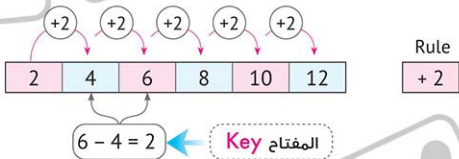
العددية الأنماط

To complete a numerical pattern:

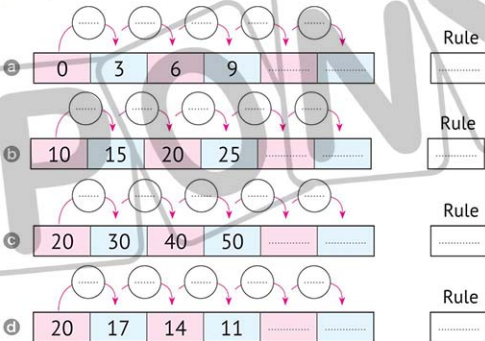
لكي تكمل النمط العددي

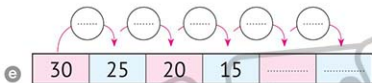
- Find the **key** by **subtracting** any two **consecutive** numbers.
- أوجد قاعدة النمط (المفتاح) بطرح أي عددين متتاليين.
- Find out if the pattern is ascending (+) or descending (-).
- اكتشف، هل النمط تصاعدي (+) أم تنازلي (-)؟
- Complete the pattern.
- أكمل النمط العددي.

Ex.



1 Complete the following numerical patterns:





Rule

| |
|--|
| |
|--|

2 Identify the **rule** and complete the pattern, then match the **pattern** to its **rule**:

Pattern

Rule

| | | | | | | | | | | |
|---|----|---|----|---|----|---|--|---|--|--|
| a | 75 | , | 66 | , | 57 | , | | , | | |
| b | 30 | , | 40 | , | 50 | , | | , | | |
| c | 12 | , | 18 | , | 24 | , | | , | | |
| d | 66 | , | 70 | , | 74 | , | | , | | |
| e | 90 | , | 80 | , | 70 | , | | , | | |
| f | 27 | , | 24 | , | 21 | , | | , | | |

| | |
|---|------|
| 1 | + 10 |
| 2 | + 6 |
| 3 | - 9 |
| 4 | - 10 |
| 5 | - 3 |
| 6 | + 4 |

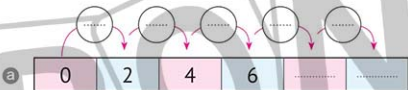
3 Use the **given rule** to complete the numerical pattern:

| | | | | | | | | | | | | | |
|---|------|-----|---|----|---|--|---|--|---|--|---|--|--|
| a | Rule | + 5 | → | 35 | , | | , | | , | | , | | |
| | | - 2 | → | 35 | , | | , | | , | | , | | |
| b | Rule | + 2 | → | 20 | , | | , | | , | | , | | |
| | | - 3 | → | 20 | , | | , | | , | | , | | |
| c | Rule | + 4 | → | 37 | , | | , | | , | | , | | |
| | | - 4 | → | 37 | , | | , | | , | | , | | |

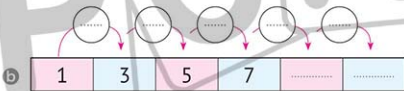


HOME ACTIVITIES

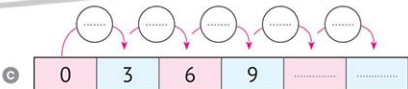
1 Complete the following numerical patterns:



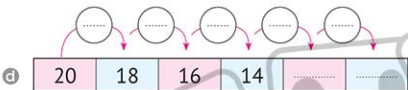
Rule



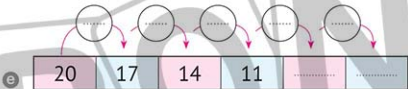
Rule



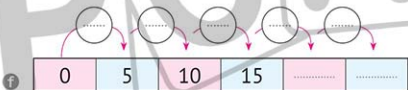
Rule



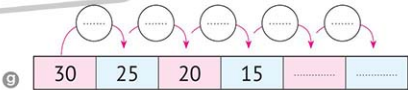
Rule



Rule

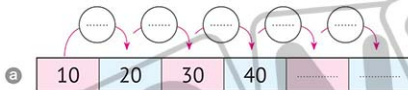


Rule



Rule

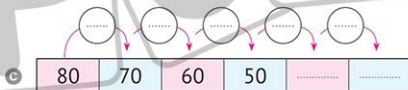
2 Complete the following numerical patterns:



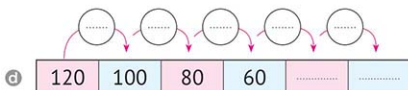
Rule



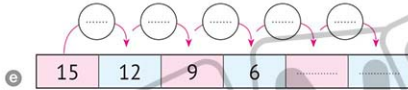
Rule



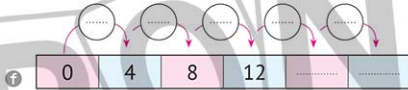
Rule



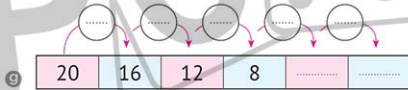
Rule



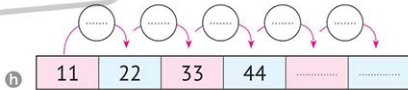
Rule



Rule



Rule



Rule

- 3 Identify the **rule** and complete the pattern, then match the **pattern** to its **rule**:

Pattern

| | | | | | | | | | |
|---|----|---|----|---|----|---|-------|---|-------|
| a | 2 | , | 4 | , | 6 | , | ..... | , | ..... |
| b | 24 | , | 22 | , | 20 | , | ..... | , | ..... |
| c | 75 | , | 66 | , | 57 | , | ..... | , | ..... |
| d | 75 | , | 78 | , | 81 | , | ..... | , | ..... |
| e | 30 | , | 40 | , | 50 | , | ..... | , | ..... |
| f | 70 | , | 60 | , | 50 | , | ..... | , | ..... |

Rule

| | |
|---|------|
| 1 | - 2 |
| 2 | - 9 |
| 3 | + 2 |
| 4 | - 10 |
| 5 | + 3 |
| 6 | + 10 |

- 4 Identify the **rule** and complete the pattern, then match the **pattern** to its **rule**:

Pattern

| | | | | | | | | | |
|---|----|---|----|---|----|---|-------|---|-------|
| a | 12 | , | 18 | , | 24 | , | ..... | , | ..... |
| b | 36 | , | 30 | , | 24 | , | ..... | , | ..... |
| c | 66 | , | 70 | , | 74 | , | ..... | , | ..... |
| d | 82 | , | 78 | , | 74 | , | ..... | , | ..... |
| e | 90 | , | 80 | , | 70 | , | ..... | , | ..... |
| f | 27 | , | 24 | , | 21 | , | ..... | , | ..... |

Rule

| | |
|---|------|
| 1 | - 6 |
| 2 | + 6 |
| 3 | - 4 |
| 4 | + 4 |
| 5 | - 3 |
| 6 | - 10 |

5 Use the given rule to complete the numerical pattern:

a $+ 5 \rightarrow 35$, , , ,

Rule

$- 2 \rightarrow 35$, , , ,

b $+ 2 \rightarrow 20$, , , ,

Rule

$- 3 \rightarrow 20$, , , ,

c $+ 5 \rightarrow 50$, , , ,

Rule

$- 5 \rightarrow 50$, , , ,

d $+ 10 \rightarrow 50$, , , ,

Rule

$- 10 \rightarrow 50$, , , ,

e $+ 11 \rightarrow 33$, , , ,

Rule

$- 5 \rightarrow 33$, , , ,

f $+ 4 \rightarrow 37$, , , ,

Rule

$- 4 \rightarrow 37$, , , ,

Worksheet 2

First: Choose the correct answer:

- a 20 Tens = Hundreds (2 or 20 or 200)
 b 600 Ones = Tens (6 or 60 or 600)
 c $5 + 0 + 3 =$ (503 or 8 or 53)
 d The number that comes after 399 is (400 or 499 or 398)
 e Seven hundred and forty = (714 or 740 or 704)

Second: Complete the following:

- a The greatest 3-different-digit number is
 b The place value of the digit 6 in 620 is
 c $25 +$ = $65 + 25$
 d 23, 33, 43, **Rule:** (In the same pattern)
 e "3 Ones, 5 Tens, 2 Hundreds" in digits is

Third: Answer the following:

a Use the given rule to complete the numerical pattern:

| | | | |
|---|------------------------------------|------|-----|
| 1 | 35 , , , , | Rule | + 5 |
| 2 | 35 , , , , | Rule | - 2 |
| 3 | 33 , , , , | Rule | +11 |
| 4 | 33 , , , , | Rule | - 5 |

b Put (>, =, or <):

1 806

860

2 325

300 + 25

3 5 Hundreds

20 Tens

4 90 + 2

90 - 2

c Arrange the following numbers in an ascending order:

523 , 203 , 620

Lessons
6-10

Arrays

المصفوفات

Array مصفوفة

It is a collection of objects arranged in horizontal rows and vertical columns, and it's complete with no empty spaces.

هي مجموعة من الأشياء المرتبة في صفوف أفقية، وأعمدة رأسية، وهي مكتملة لا يوجد بها فراغات.

Ex. In the opposite array:

The number of rows is 3.

The number of strawberries in each row is 5.

The total number of strawberries is $5 + 5 + 5 = 15$ strawberries.



The number of columns is 5.

The number of strawberries in each column is 3.

The total number of strawberries is $3 + 3 + 3 + 3 + 3 = 15$ strawberries.

The array is called: 3 by 5 (3 rows by 5 columns).

1 Complete the following according to the array:

- a ① The number of rows is
 ② The number of balls in each row is balls.
 ③ The total number of balls is
 + + = balls.

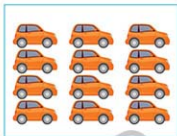


- ④ The number of columns is
 ⑤ The number of balls in each column is balls.
 ⑥ The total number of balls is + + + + +
 = balls.
 ⑦ The array is called: by

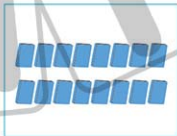
- b
- The number of rows is
 - The number of **apples** in each row is apples.
 - The total number of **apples** is
..... + + = apples.
 - The number of columns is
 - The number of **apples** in each column is apples.
 - The total number of **apples** is + + + +
= apples.
 - The array is called: by



- c
- The number of rows is
 - The number of **cars** in each row is cars.
 - The total number of **cars** is
..... + + + = cars.
 - The number of columns is
 - The number of **cars** in each column is cars.
 - The total number of **cars** is + + = cars.
 - The array is called: by



- d
- The number of rows is
 - The number of **books** in each row is books.
 - The total number of **books** is
..... + = books.
 - The number of columns is
 - The number of **books** in each column is books.
 - The total number of **books** is
..... + + + + + + = books.
 - The array is called: by





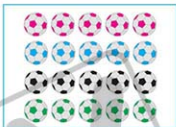
HOME ACTIVITIES

Complete the following according to the **array**:

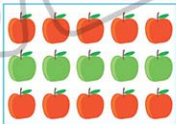
- a
- The number of rows is
 - The number of **balls** in each row is balls.
 - The total number of **balls** is
..... + + = balls.
 - The number of columns is
 - The number of **balls** in each column is balls.
 - The total number of **balls** is + + + + +
= balls.
 - The array is called: by



- b
- The number of rows is
 - The number of **balls** in each row is balls.
 - The total number of **balls** is
..... + + + = balls.
 - The number of columns is
 - The number of **balls** in each column is balls.
 - The total number of **balls** is + + + = balls.
 - The array is called: by



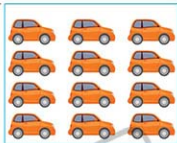
- c
- The number of rows is
 - The number of **apples** in each row is apples.
 - The total number of **apples** is
..... + + = apples.
 - The number of columns is
 - The number of **apples** in each column is apples.
 - The total number of **apples** is + + + = apples.
 - The array is called: by



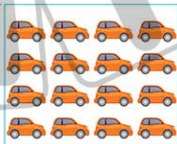
- d
- The number of rows is
 - The number of **apples** in each row is apples.
 - The total number of **apples** is + = apples.
 - The number of columns is
 - The number of **apples** in each column is apples.
 - The total number of **apples** is + + + + + = apples.
 - The array is called: by



- e
- The number of rows is
 - The number of **cars** in each row is cars.
 - The total number of **cars** is + + + = cars.
 - The number of columns is
 - The number of **cars** in each column is cars.
 - The total number of **cars** is + + = cars.
 - The array is called: by



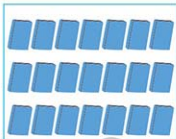
- f
- The number of rows is
 - The number of **cars** in each row is cars.
 - The total number of **cars** is + + + = cars.
 - The number of columns is
 - The number of **cars** in each column is cars.
 - The total number of **cars** is + + + = cars.
 - The array is called: by



- g
- The number of rows is
 - The number of **books** in each row is books.
 - The total number of **books** is
..... + = books.
 - The number of columns is
 - The number of **books** in each column is books.
 - The total number of **books** is
..... + + + + + = books.
 - The array is called: by



- h
- The number of rows is
 - The number of **books** in each row is books.
 - The total number of **books** is
..... + + = books.
 - The number of columns is
 - The number of **books** in each column is books.
 - The total number of **books** is
..... + + + + + = books.
 - The array is called: by



- i
- The number of rows is
 - The number of **dogs** in each row is dogs.
 - The total number of **dogs** is dogs.
 - The number of columns is
 - The number of **dogs** in each column is dogs.
 - The total number of **dogs** is
..... + + + + = dogs.
 - The array is called: by



- j
- 1 The number of rows is
 - 2 The number of **dogs** in each row is dogs.
 - 3 The total number of **dogs** is
..... = dogs.
 - 4 The number of columns is
 - 5 The number of **dogs** in each column is dogs.
 - 6 The total number of **dogs** is
..... = dogs.
 - 7 The array is called: by



- k
- 1 The number of rows is
 - 2 The number of **cars** in each row is cars.
 - 3 The total number of **cars** is
..... = cars.
 - 4 The number of columns is
 - 5 The number of **cars** in each column is cars.
 - 6 The total number of **cars** is
..... = cars.
 - 7 The array is called: by



Worksheet 3

First: Choose the correct answer:

- a The **value** of the digit 5 in 458 is (5 or 50 or 500)
 b Four hundred and twenty = (420 or 240 or 402)
 c 5 Hundreds, 3 Ones = (350 or 503 or 530)
 d The **smallest** number formed from 3, 9 and 1 is (391 or 931 or 139)
 e The sum of two **even** numbers is an number. (odd or even)

Second: Complete the following:

- a The **greatest** 3-different-digit number is
 b The **place value** of the digit 8 in 382 is
 c 310, 320,, (in the same pattern).
 d 509 (in words) =
 e Ones + Hundreds = 708

Third: Answer the following:

a Find the total amount of money:


1



| Hundreds | Tens | Ones | Pounds |
|----------|-------|-------|--------|
| | | | |
| | | | |

..... + + =

2



| Hundreds | Tens | Ones | Pounds |
|----------|-------|-------|--------|
| | | | |
| | | | |

..... + + =

b Complete according to the array:

The total number of dogs is

..... = dogs
 or = dogs.

The array is called: by



Chapter

9

Chapter Lessons



Lesson 1 Estimating Sums and Differences

Outcomes:

- Participating in Calendar Math Activities.
- Applying strategies to estimate quantities.
- Applying strategies to estimate sums and differences.

Lessons 4&5 Adding Two 2-Digit Numbers With Regrouping

Outcomes:

- Participating in Calendar Math Activities.
- Adding two 2-digit numbers with regrouping.
- Explaining why it is sometimes necessary to regroup to solve problems.
- Using place value to regroup and add.

Lesson 2 Rounding to the Nearest Ten

Outcomes:

- Participating in Calendar Math Activities.
- Rounding 2-digit numbers to the nearest Ten.
- Rounding two 2-digit numbers to estimate their sums.

Lessons 6–8 Adding Two 3-Digit Numbers

Outcomes:

- Participating in Calendar Math Activities.
- Using place value models to regroup and add.
- Adding two 2-digit numbers with regrouping.
- Adding two 3-digit numbers with regrouping.
- Applying mental math strategies to solve an addition problem involving regrouping.

Lesson 3 Applications on Estimating and Rounding

Outcomes:

- Participating in Calendar Math Activities.
- Applying estimation strategies in problem solving situations.
- Estimating sums and differences.
- Rounding 3-digit numbers to the nearest Hundred.

Lessons 9&10 Various Strategies for Adding Two Numbers

Outcomes:

- Participating in Calendar Math Activities.
- Adding two 2- and 3-digit-numbers with regrouping.
- Making connection between concrete and abstract models of regrouping.
- Identifying and correcting errors in estimation and regrouping problems.

Lesson

1

Estimating Sums and Differences

تقدير ناتج الجمع والطرح

Front-End Estimation Strategy

To estimate a two-digit number:

لتقدير عدد مكون من رقمين:

- Replace the **Ones** digit with **zero**.
- احذف رقم الآحاد وضع مكانه صفرًا.
- Keep the **Tens** digit as it is.
- احتفظ برقم العشرات (أول رقم من اليسار) كما هو دون تغيير.

24 → 20

47 → 40

To estimate a three-digit number:

لتقدير عدد مكون من ٣ أرقام:

- Replace the **Ones** and **Tens** digits with **zeros**.
- احذف رقمي الآحاد والعشرات وضع مكانهما صفرين.
- Keep the **Hundreds** digit as it is.
- احتفظ برقم المئات (أول رقم من اليسار) كما هو دون تغيير.

142 → 100

589 → 500

1 Estimate:

a 57 →

b 127 →

c 37 →

d 92 →

e 609 →

f 378 →

2 Use **Front-end Estimation** to rewrite the problems.Then estimate the **result** of the sum or difference:

a $53 + 15 \rightarrow \dots\dots\dots + \dots\dots\dots = \dots\dots\dots$

b $86 - 25 \rightarrow \dots\dots\dots - \dots\dots\dots = \dots\dots\dots$

c $57 + 22 \rightarrow \dots\dots\dots + \dots\dots\dots = \dots\dots\dots$

d $93 - 41 \rightarrow \dots\dots\dots - \dots\dots\dots = \dots\dots\dots$



HOME ACTIVITIES

1 Estimate:

a $53 \rightarrow$

c $92 \rightarrow$

e $37 \rightarrow$

g $96 \rightarrow$

i $327 \rightarrow$

k $300 \rightarrow$

m $821 \rightarrow$

b $28 \rightarrow$

d $14 \rightarrow$

f $69 \rightarrow$

h $538 \rightarrow$

j $196 \rightarrow$

l $547 \rightarrow$

n $107 \rightarrow$

2 Use **Front-End Estimation** to rewrite the problems. Then estimate the **result** of the sum or difference:

a $45 + 38 \rightarrow$ + =

b $63 - 45 \rightarrow$ - =

c $68 + 17 \rightarrow$ + =

d $42 - 36 \rightarrow$ - =

e $37 + 18 \rightarrow$ + =

f $98 - 36 \rightarrow$ - =

g $458 + 254 \rightarrow$ + =

h $456 - 217 \rightarrow$ - =

3 Find the result and then estimate, as in the examples:

Ex.

| | | |
|------|---|------|
| 24 | → | 20 |
| + 37 | → | + 30 |
| 61 | | 50 |

a

| | | |
|-------|---|---------|
| 34 | → | ..... |
| + 35 | → | + |
| | | |

c

| | | |
|-------|---|---------|
| 48 | → | ..... |
| + 34 | → | + |
| | | |

e

| | | |
|-------|---|---------|
| 60 | → | ..... |
| + 18 | → | + |
| | | |

g

| | | |
|-------|---|---------|
| 53 | → | ..... |
| + 35 | → | + |
| | | |

Ex.

| | | |
|------|---|------|
| 86 | → | 80 |
| - 34 | → | - 30 |
| 52 | | 50 |

b

| | | |
|-------|---|---------|
| 45 | → | ..... |
| - 23 | → | - |
| | | |

d

| | | |
|-------|---|---------|
| 79 | → | ..... |
| - 15 | → | - |
| | | |

f

| | | |
|-------|---|---------|
| 88 | → | ..... |
| - 17 | → | - |
| | | |

h

| | | |
|-------|---|---------|
| 58 | → | ..... |
| - 47 | → | - |
| | | |

Worksheet 1

First: Choose the correct answer:

- a The **greatest** number formed from the digits 3, 5 and 8 is
(538 or 853 or 385)
- b 7 Hundreds, 2 Tens, 3 Ones =
(723 or 327 or 272)
- c The **place value** of 4 in 548 is (Ones or Tens or Hundreds)
- d $864 = \dots + 60 + 4$ (8 or 80 or 800)
- e $4 + 0 + 2 = \dots$ (6 or 42 or 402)

Second: Complete the following:

- a The number that comes right **before** 567 is
- b The number of vertices of the **cube** is
- c $27 + 65 = \dots + 27$
- d $85 - \dots = 35$
- e 200, 300, 400, **Rule:** (In the same pattern)

Third: Answer the following:

- a Ahmed bought a book for **35 LE** and a pen for **22 LE**.

How much money did he pay?

- Ahmed paid = + = LE.

b Put (<, >, or =):

1 $784 \square 784$

2 $475 \square 40 + 700 + 5$

3 $264 \square 200 + 3$

4 7 Hundreds, 4 Tens $\square 704$

c Estimate:

1 $357 \rightarrow \dots$

2 $58 \rightarrow \dots$

3 $627 \rightarrow \dots$

4 $73 \rightarrow \dots$

Lesson

2

Rounding to the Nearest Ten

التقريب لأقرب عشرة

Rounding means replacing the number with another number that is very close to it, according to a certain rule.

التقريب هو حذف العدد ووضع عدد آخر قريب منه جدًا، طبقًا لقاعدة محددة.

Rounding Using a Number Line

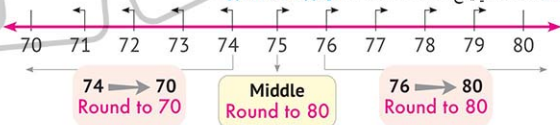
التقريب باستخدام خط الأعداد

When numbers from 70 to 80 are rounded to the nearest 10:

عند تقريب الأعداد من ٧٠ إلى ٨٠ لأقرب ١٠:

- 1 We determine the midpoint between 70 and 80, which is 75.
نحدد نقطة المنتصف بين العددين ٧٠ و ٨٠ وهي (٧٥).
- 2 Numbers to the left of the midpoint are closest to the smaller number, 70.
70 → 70 71 → 70 73 → 70
72 → 70 74 → 70
الأعداد التي تقع على يسار نقطة المنتصف أقرب إلى العدد الأصغر (٧٠).
- 3 Numbers to the right of the midpoint are closest to the larger number, 80.
76 → 80 78 → 80
77 → 80 79 → 80 80 → 80
الأعداد التي تقع على يمين نقطة المنتصف أقرب إلى العدد الأكبر (٨٠).
- 4 The number at the midpoint rounds to the larger number.
75 → 80

العدد الذي يقع عند نقطة المنتصف يقرب للعدد الأكبر.



قواعد التقريب Rounding Rules

1 Find the **place** of the **Tens** digit and circle it.

1 أوجد مكان العشرات وضع عليه دائرة.

2 Replace the **Ones** digit with 0.

2 احذف الآحاد وضع مكانها صفرًا.

3 Look at the **Ones** digit.

3 انظر إلى خانة الآحاد.

If the **Ones** digit is **0, 1, 2, 3 or 4**,
the **Tens** digit stays as it is.

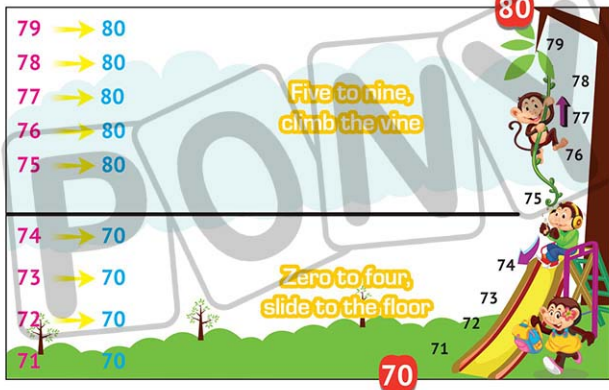
لو كان رقم الآحاد ٠، ١، ٢، ٣، ٤،
يبقى رقم العشرات كما هو.

2 2
2 0

If the **Ones** digit is **5, 6, 7, 8 or 9**,
we add 1 to the **Tens** digit.

لو كان رقم الآحاد ٥، ٦، ٧، ٨، ٩،
نضيف (١) إلى رقم العشرات.

7 6
+1
8 0



- 1 Use the blank **number line** to help you round each number to the nearest **Ten**:



| Number | Rounding to the Nearest 10 |
|--------|----------------------------|
| a 41 | |
| b 42 | |
| c 43 | |
| d 44 | |
| e 45 | |
| f 46 | |
| g 47 | |
| h 48 | |
| i 49 | |
| j 50 | |

- 2 Round to the nearest **10**:

a 23 →

b 97 →

c 324 →

d 87 →

e 34 →

f 62 →

g 738 →

h 55 →

i 18 →

j 297 →



HOME ACTIVITIES

- 1 Use the blank **number line** to help you round each number to the nearest **Ten**:



| Number | Rounding to the Nearest 10 |
|--------|----------------------------|
| a 31 | |
| b 32 | |
| c 33 | |
| d 34 | |
| e 35 | |

| Number | Rounding to the Nearest 10 |
|--------|----------------------------|
| f 36 | |
| g 37 | |
| h 38 | |
| i 39 | |
| j 40 | |

- 2 Use the blank **number line** to help you round each number to the nearest **Ten**:



| Number | Rounding to the Nearest 10 |
|--------|----------------------------|
| a 61 | |
| b 62 | |
| c 63 | |
| d 64 | |
| e 65 | |

| Number | Rounding to the Nearest 10 |
|--------|----------------------------|
| f 66 | |
| g 67 | |
| h 68 | |
| i 69 | |
| j 70 | |

- 3 Use the blank **number line** to help you round each number to the nearest **Ten**:



| Number | Rounding to the Nearest 10 |
|--------|----------------------------|
| a 91 | |
| b 92 | |
| c 93 | |
| d 94 | |
| e 95 | |

| Number | Rounding to the Nearest 10 |
|--------|----------------------------|
| f 96 | |
| g 97 | |
| h 98 | |
| i 99 | |
| j 100 | |

4 Round to the nearest 10:

a 45 →

c 88 →

e 20 →

g 57 →

i 24 →

b 15 →

d 71 →

f 35 →

h 32 →

j 83 →

5 Round to the nearest 10:

a 347 →

c 295 →

e 315 →

g 732 →

i 517 →

b 512 →

d 369 →

f 412 →

h 496 →

j 800 →

6 Complete the following table:

| | Number | Estimation | Rounding to the Nearest 10 |
|---|--------|------------|----------------------------|
| a | 78 | ..... | ..... |
| b | 72 | ..... | ..... |
| c | 75 | ..... | ..... |
| d | 108 | ..... | ..... |
| e | 103 | ..... | ..... |

Worksheet 2

2

Lesson

First: Choose the correct answer:

- a The number that comes just after 573 is
(400 or 574 or 600)
- b $425 = 5 + 20 + \dots\dots\dots$
(200 or 300 or 400)
- c The **place value** of 6 in 613 is (Hundreds or Tens or Ones)
- d The **greatest** number formed from 3 digits is
(635 or 700 or 999)
- e 456 to the nearest 10 =
(450 or 460 or 400)

Second: Complete the following:

- a 3 Tens, 4 Ones, 7 Hundreds is written in digits as
- b 100, 200, 300, , (In the same pattern)
- c The **greatest** number formed from the digits 4, 1 and 9 is
- d $612 = \dots\dots\dots$ Tens, Ones, Hundreds.
- e 500 rounded to the nearest 10 =

Third: Answer the following:**a** Round each of the following to the nearest 10:

① 58 :

② 36 :

③ 21 :

④ 14 :

⑤ 365 :

⑥ 718 :

⑦ 623 :

⑧ 298 :

b Mina bought a group of toys for 200 LE and a mobile for 300 LE.

How much money did Mina pay?

• Mina paid = + = LE.

c Arrange the following numbers in an ascending order:

419 , 149 , 914 , 941

Lesson 3

Applications on Estimating and Rounding

تطبيقات على التقدير والتقريب

Rounding Using a Number Line

التقريب باستخدام خط الأعداد

When numbers from 400 to 500 are rounded to the nearest 100:

عند تقريب الأعداد من ٤٠٠ إلى ٥٠٠ لأقرب ١٠٠:

- 1 We determine the midpoint between 400 and 500, which is 450.
نحدد نقطة المنتصف بين العددين ٤٠٠ و ٥٠٠ وهي (٤٥٠).
- 2 Numbers to the left of the midpoint are closest to the smaller number, 400.
الأعداد التي تقع على يسار نقطة المنتصف أقرب إلى العدد الأصغر (٤٠٠).
- 3 Numbers to the right of the midpoint are closest to the larger number, 500.
الأعداد التي تقع على يمين نقطة المنتصف أقرب إلى العدد الأكبر (٥٠٠).
- 4 The number at the midpoint rounds to the larger number.
العدد الذي يقع عند نقطة المنتصف يقرب للعدد الأكبر (٥٠٠).



Rounding Rules قواعد التقريب

3

Lesson

- 1 Find the **place** of the **Hundreds** digit and circle it.

1 حدد رقم المئات وضع عليه دائرة.

- 2 Replace the **Ones** and **Tens** digits with **zeros**.

2 احذف رقمي الآحاد والعشرات وضع مكانهما صفرين (00).

- 3 Look at the **Tens** digit.

3 انظر إلى خانة العشرات.

If the **Tens** digit is **0, 1, 2, 3 or 4**,
the **Hundreds** digit stays as it is.

لو كان رقم العشرات
٤، ٣، ٢، ١، ٠
يبقى رقم المئات
كما هو.

2 **2** **7**
↓ ↓
2 **0** **0**

If the **Ones** digit is **5, 6, 7, 8 or 9**,
we add 1 to the **Hundreds** digit.

لو كان رقم العشرات
٩، ٨، ٧، ٦، ٥
نضيف (١)
إلى رقم المئات.

7 **6** **2**
+1
↓ ↓
8 **0** **0**

- 1 Use the blank **number line** to help you round each number to the nearest **Hundred**:



| Number | Rounding to the Nearest 100 |
|--------|-----------------------------|
| a 302 | |
| b 325 | |
| c 338 | |
| d 347 | |
| e 349 | |

| Number | Rounding to the Nearest 100 |
|--------|-----------------------------|
| f 360 | |
| g 377 | |
| h 385 | |
| i 392 | |
| j 309 | |

2 Round to the nearest 100:

a 123 →

b 197 →

c 222 →

d 833 →

e 738 →

f 220 →

g 773 →

h 297 →

i 99 →

j 38 →

3 Complete the following table:

| Number | 235 | a 357 | b 298 | c 564 |
|-----------------------------|-----|-------|-------|-------|
| Front-End Estimation | 200 | | | |
| Rounding to the Nearest 10 | 240 | | | |
| Rounding to the Nearest 100 | 200 | | | |



HOME ACTIVITIES

- 1 Use the blank **number line** to help you round each number to the nearest **Hundred**:



| Number | Rounding to the Nearest 100 |
|--------|-----------------------------|
| a 215 | |
| b 231 | |
| c 257 | |
| d 273 | |
| e 294 | |

| Number | Rounding to the Nearest 100 |
|--------|-----------------------------|
| f 228 | |
| g 246 | |
| h 261 | |
| i 284 | |
| j 250 | |

- 2 Use the blank **number line** to help you round each number to the nearest **Hundred**:



| Number | Rounding to the Nearest 100 |
|--------|-----------------------------|
| a 417 | |
| b 423 | |
| c 459 | |
| d 476 | |
| e 460 | |

| Number | Rounding to the Nearest 100 |
|--------|-----------------------------|
| f 436 | |
| g 449 | |
| h 462 | |
| i 489 | |
| j 499 | |

- 3 Use the blank **number line** to help you round each number to the nearest **Hundred**:



| Number | Rounding to the Nearest 100 |
|--------|-----------------------------|
| a 702 | |
| b 719 | |
| c 728 | |
| d 730 | |
| e 749 | |

| Number | Rounding to the Nearest 100 |
|--------|-----------------------------|
| f 781 | |
| g 752 | |
| h 761 | |
| i 777 | |
| j 792 | |

- 4 Round to the nearest **100**:

a 123 →

c 197 →

e 222 →

g 833 →

i 208 →

k 412 →

m 732 →

b 254 →

d 347 →

f 512 →

h 887 →

j 347 →

l 620 →

n 38 →

5 Complete the following table:

| Number | Estimation | Rounding to the Nearest 10 | Rounding to the Nearest 100 |
|--------|------------|----------------------------|-----------------------------|
| a 238 | | | |
| b 154 | | | |
| c 196 | | | |
| d 245 | | | |
| e 632 | | | |
| f 108 | | | |
| g 71 | | | |
| h 98 | | | |
| i 45 | | | |
| j 63 | | | |

Worksheet 3

First: Choose the correct answer:

- a 8 Hundreds, 5 Ones = (805 or 603 or 63)
- b The **smallest** number formed from 7, 5 and 8 is (785 or 578 or 875)
- c The **place value** of 7 in 745 is (Ones or Tens or Hundreds)
- d 583 to the nearest 100 = (600 or 580 or 500)
- e 537 comes right **after** (536 or 538 or 547)

Second: Complete the following:

- a The **greatest** 3-digit number is
- b $123 + 326 = 326 + \dots$
- c 4 Ones, 8 Tens, 3 Hundreds is written in **digits** as
- d The **value** of the digit 6 in 654 is
- e The **smallest** 3-digit number that can be formed from the digits 7 and 3 is

Third: Answer the following:

a Find the result:

1 $46 + 33 = \dots$

3
$$\begin{array}{r} 54 \\ + 14 \\ \hline \end{array}$$

4
$$\begin{array}{r} 57 \\ - 34 \\ \hline \end{array}$$

2 $68 - 54 = \dots$

$$\begin{array}{r} + 14 \\ \hline \end{array}$$

$$\begin{array}{r} - 34 \\ \hline \end{array}$$

b Round each of the following to the nearest 100:

1 298 :

2 436 :

3 121 :

4 365 :

5 718 :

6 623 :

c Arrange the following numbers in an ascending order:

419 , 149 , 914 , 941

Lessons

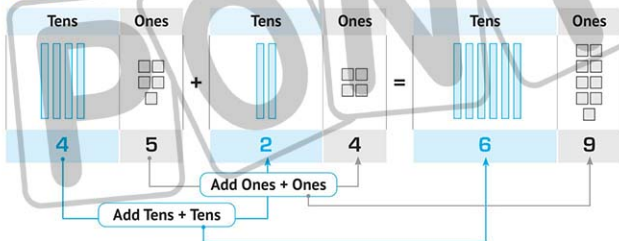
4&5

Adding Two 2-Digit Numbers With Regrouping

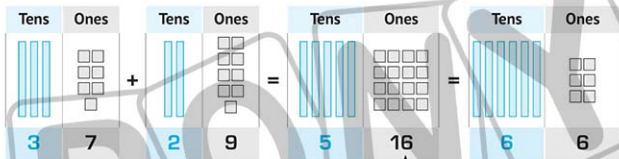
جمع عددین کل منهما مکنون من رقمین بإعادة التجميع

Lessons
4&5

Ex. Add: $45 + 24$



Ex. Add: $37 + 29$



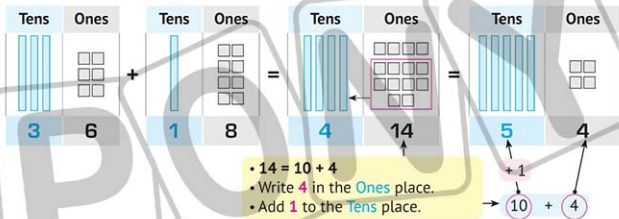
أكبر عدد يمكن أن يكتب
في خانة الآحاد هو ٩.

The **greatest** number that can be
written in the **Ones** place is 9.

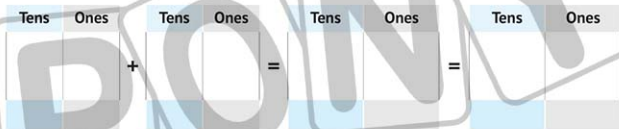
You know that: **10 Ones = 1 Ten**, so regroup 10 Ones to be 1 Ten.

نعيد جمع، ١٠ آحاد لنكون ١ عشرات

Then, $16 = 10 + 6$ → Add 1 to the Tens place.

Ex. Add: $36 + 18$ 

1 Draw the **Tens** as **sticks** and the **Ones** as small squares to represent each addend, then use regrouping strategies to find the sum:

a $67 + 29$ b $18 + 67$ c $46 + 35$ 

Ex.

Add $24 + 48$

| Tens | Ones |
|------|------|
| 2 | 4 |
| + 4 | 8 |
| 6 | 12 |
| + 1 | |
| 7 | 2 |

$$\begin{array}{r} 24 \\ + 48 \\ \hline 72 \end{array}$$

$4 + 8 = 12$, write **2** in the Ones place and carry up **1** to the **Tens** place.

2 Find the result:

a $\begin{array}{r} 58 \\ + 29 \\ \hline \end{array}$

$\begin{array}{r} 58 \\ + 29 \\ \hline \end{array}$

b $\begin{array}{r} 67 \\ + 23 \\ \hline \end{array}$

$\begin{array}{r} 67 \\ + 23 \\ \hline \end{array}$

c $\begin{array}{r} 56 \\ + 29 \\ \hline \end{array}$

$\begin{array}{r} 56 \\ + 29 \\ \hline \end{array}$

d $\begin{array}{r} 76 \\ + 21 \\ \hline \end{array}$

$\begin{array}{r} 76 \\ + 21 \\ \hline \end{array}$

e $\begin{array}{r} 56 \\ + 8 \\ \hline \end{array}$

$\begin{array}{r} 56 \\ + 8 \\ \hline \end{array}$

f $\begin{array}{r} 15 \\ + 7 \\ \hline \end{array}$

$\begin{array}{r} 15 \\ + 7 \\ \hline \end{array}$

g $\begin{array}{r} 69 \\ + 18 \\ \hline \end{array}$

$\begin{array}{r} 69 \\ + 18 \\ \hline \end{array}$

h $\begin{array}{r} 28 \\ + 18 \\ \hline \end{array}$

$\begin{array}{r} 28 \\ + 18 \\ \hline \end{array}$

i $\begin{array}{r} 69 \\ + 9 \\ \hline \end{array}$

$\begin{array}{r} 69 \\ + 9 \\ \hline \end{array}$

3 Add:

a $75 + 9 =$

c $56 + 18 =$

e $59 + 9 =$

g $46 + 28 =$

i $67 + 18 =$

b $63 + 27 =$

d $21 + 19 =$

f $65 + 5 =$

h $18 + 19 =$

j $59 + 48 =$



HOME ACTIVITIES

- 1 Draw the **Tens** as **sticks** and the **Ones** as small squares to represent each addend, then use regrouping strategies to find the sum:

a $15 + 75 =$

| Tens | Ones | | Tens | Ones | | Tens | Ones | | Tens | Ones |
|------|------|---|------|------|---|------|------|---|------|------|
| | | + | | | = | | | = | | |
| | | | | | | | | | | |

b $26 + 35 =$

| Tens | Ones | | Tens | Ones | | Tens | Ones | | Tens | Ones |
|------|------|---|------|------|---|------|------|---|------|------|
| | | + | | | = | | | = | | |
| | | | | | | | | | | |

c $46 + 26 =$

| Tens | Ones | | Tens | Ones | | Tens | Ones | | Tens | Ones |
|------|------|---|------|------|---|------|------|---|------|------|
| | | + | | | = | | | = | | |
| | | | | | | | | | | |

d $57 + 26 =$

| Tens | Ones | | Tens | Ones | | Tens | Ones | | Tens | Ones |
|------|------|---|------|------|---|------|------|---|------|------|
| | | + | | | = | | | = | | |
| | | | | | | | | | | |

Adding Two 2-Digit Numbers With Regrouping

e $67 + 27 =$

| Tens | Ones | | Tens | Ones | | Tens | Ones | | Tens | Ones |
|------|------|---|------|------|---|------|------|---|------|------|
| | | | | | | | | | | |
| | | + | | | = | | | = | | |
| | | | | | | | | | | |

f $65 + 17 =$

| Tens | Ones | | Tens | Ones | | Tens | Ones | | Tens | Ones |
|------|------|---|------|------|---|------|------|---|------|------|
| | | | | | | | | | | |
| | | + | | | = | | | = | | |
| | | | | | | | | | | |

g $27 + 8 =$

| Tens | Ones | | Tens | Ones | | Tens | Ones | | Tens | Ones |
|------|------|---|------|------|---|------|------|---|------|------|
| | | | | | | | | | | |
| | | + | | | = | | | = | | |
| | | | | | | | | | | |

h $39 + 8 =$

| Tens | Ones | | Tens | Ones | | Tens | Ones | | Tens | Ones |
|------|------|---|------|------|---|------|------|---|------|------|
| | | | | | | | | | | |
| | | + | | | = | | | = | | |
| | | | | | | | | | | |

2 Add:

a
$$\begin{array}{r} 35 \\ + 36 \\ \hline \end{array}$$

b
$$\begin{array}{r} 28 \\ + 17 \\ \hline \end{array}$$

c
$$\begin{array}{r} 16 \\ + 25 \\ \hline \end{array}$$

d
$$\begin{array}{r} 63 \\ + 28 \\ \hline \end{array}$$

e
$$\begin{array}{r} 67 \\ + 18 \\ \hline \end{array}$$

f
$$\begin{array}{r} 66 \\ + 16 \\ \hline \end{array}$$

g
$$\begin{array}{r} 19 \\ + 37 \\ \hline \end{array}$$

h
$$\begin{array}{r} 29 \\ + 26 \\ \hline \end{array}$$

i
$$\begin{array}{r} 16 \\ + 27 \\ \hline \end{array}$$

j
$$\begin{array}{r} 48 \\ + 28 \\ \hline \end{array}$$

k
$$\begin{array}{r} 96 \\ + 5 \\ \hline \end{array}$$

l
$$\begin{array}{r} 23 \\ + 19 \\ \hline \end{array}$$

m
$$\begin{array}{r} 26 \\ + 18 \\ \hline \end{array}$$

n
$$\begin{array}{r} 49 \\ + 24 \\ \hline \end{array}$$

o
$$\begin{array}{r} 16 \\ + 24 \\ \hline \end{array}$$

p
$$\begin{array}{r} 56 \\ + 19 \\ \hline \end{array}$$

q
$$\begin{array}{r} 64 \\ + 28 \\ \hline \end{array}$$

r
$$\begin{array}{r} 68 \\ + 15 \\ \hline \end{array}$$

3 Add:

a $45 + 24 =$

b $36 + 23 =$

c $67 + 24 =$

d $56 + 15 =$

e $16 + 26 =$

f $28 + 16 =$

g $76 + 7 =$

h $68 + 8 =$

i $56 + 9 =$

j $47 + 5 =$

k $28 + 6 =$

l $56 + 17 =$

m $19 + 7 =$

n $29 + 5 =$

o $54 + 24 + 6 =$

p $18 + 28 + 15 =$

q $28 + 17 + 15 =$

Worksheet 4

First: Choose the correct answer:

- a The **smallest** number formed from 3 digits is
(100 **or** 102 **or** 123)
- b 9 Tens + 5 Ones =
(59 **or** 95 **or** 14)
- c 458 rounded to the nearest is 460. (10 **or** 100 **or** 1,000)
- d $20 + 0 + 5 =$
(205 **or** 7 **or** 25)
- e The estimation of 562 by **Front-End Estimation** is
(600 **or** 500 **or** 560)

Second: Complete the following:

- a $28 =$ Ones + Tens
- b Two hundred fifty-six (**in digits**):
- c 246 rounded to the nearest **Hundred** is
- d 5 Hundreds and 3 Ones = (**In digits**)
- e The **place value** of the digit 7 in 376 is

Third: Answer the following:a **Add:**

$$\begin{array}{r} 1 \quad 75 \\ + 18 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \quad 28 \\ + 16 \\ \hline \end{array}$$

$$3 \quad 47 + 38 = \dots\dots\dots$$

$$4 \quad 24 + 39 = \dots\dots\dots$$

- b Sara has **28 pounds** and Amir has **37 pounds**.

How much money do they have altogether?

.....

Lessons

6-8

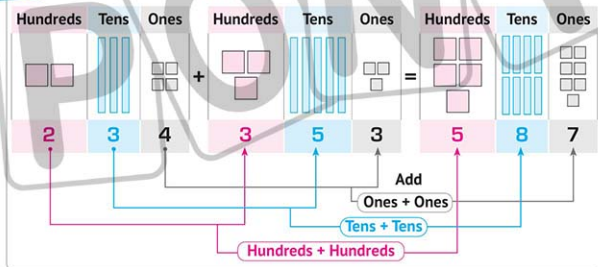
Adding Two 3-Digit Numbers

جمع عددین کل منهما مکنون من 3 أرقام

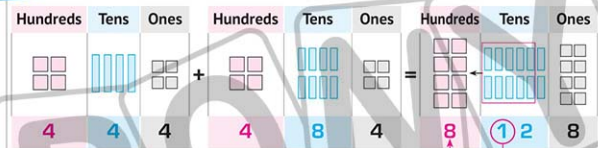
6-8

Lessons

Ex. Add $234 + 353 = 587$



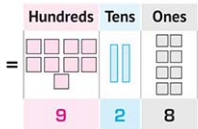
Ex. Add $444 + 484 = 928$



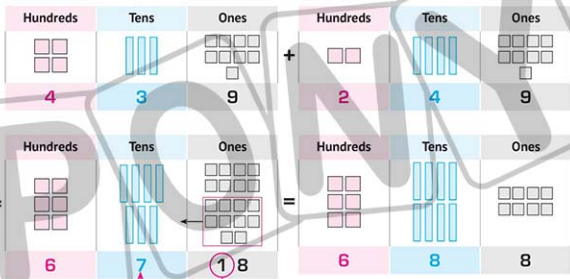
The **greatest** number that can be written in the **Tens** place is 9.

10 Tens = 1 Hundred

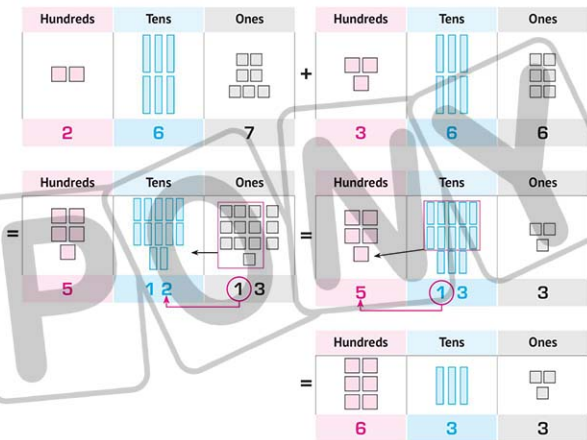
So, regroup 10 Tens to be 1 Hundred.
Then, add 1 to the Hundred place.



$$439 + 249 = 688$$



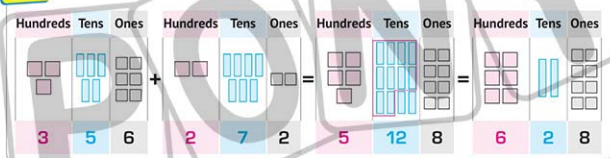
$$267 + 366 = 633$$



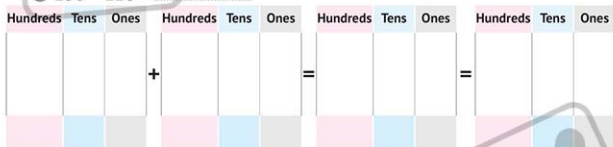
- 1 Draw the **Hundreds** as **large squares**, the **Tens** as **sticks**, and the **Ones** as small squares to represent each addend, then use the regrouping strategy to find the sum:

Ex.

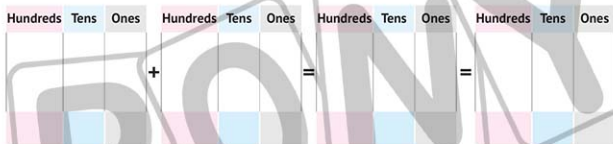
$356 + 272 = 628$



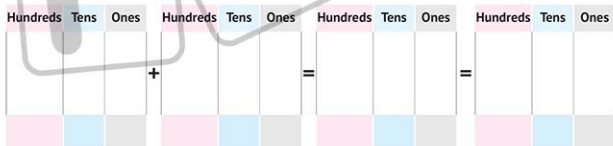
a $258 + 126 =$



b $372 + 464 =$



c $427 + 196 =$



2 Find the result:

Ex.

$$\begin{array}{r} \textcircled{1} \\ 246 + 139 = 385 \end{array}$$

$$\begin{array}{r} \textcircled{1} \\ 694 + 162 = 856 \end{array}$$

$$\begin{array}{r} \textcircled{1} \\ 456 \\ + 128 \\ \hline 584 \end{array}$$

$$\begin{array}{r} \textcircled{1} \textcircled{1} \\ 126 \\ + 297 \\ \hline 423 \end{array}$$

$$\begin{array}{r} \text{a} \quad 234 \\ + 345 \\ \hline \end{array}$$

$$\begin{array}{r} \text{b} \quad 364 \\ + 128 \\ \hline \end{array}$$

$$\begin{array}{r} \text{c} \quad 396 \\ + 463 \\ \hline \end{array}$$

$$\begin{array}{r} \text{d} \quad 127 \\ + 573 \\ \hline \end{array}$$

$$\begin{array}{r} \text{e} \quad 308 \\ + 345 \\ \hline \end{array}$$

$$\begin{array}{r} \text{f} \quad 563 \\ + 243 \\ \hline \end{array}$$

$$\begin{array}{r} \text{g} \quad 129 \\ + 423 \\ \hline \end{array}$$

$$\begin{array}{r} \text{h} \quad 563 \\ + 127 \\ \hline \end{array}$$

$$\text{i} \quad 236 + 124 =$$

$$\text{j} \quad 463 + 128 =$$

$$\text{k} \quad 109 + 573 =$$

$$\text{l} \quad 647 + 219 =$$

$$\text{m} \quad 266 + 124 + 369 =$$





HOME ACTIVITIES

- 1 Draw the **Hundreds** as **large squares**, the **Tens** as **sticks** and the **Ones** as small squares to represent each addend, then use the regrouping strategy to find the sum:

a $123 + 365 =$

| Hundreds | Tens | Ones | | Hundreds | Tens | Ones | | Hundreds | Tens | Ones |
|----------|------|------|---|----------|------|------|---|----------|------|------|
| | | | + | | | | = | | | |
| | | | | | | | | | | |

b $281 + 516 =$

| Hundreds | Tens | Ones | | Hundreds | Tens | Ones | | Hundreds | Tens | Ones |
|----------|------|------|---|----------|------|------|---|----------|------|------|
| | | | + | | | | = | | | |
| | | | | | | | | | | |

c $357 + 218 =$

| Hundreds | Tens | Ones | | Hundreds | Tens | Ones | | Hundreds | Tens | Ones | | Hundreds | Tens | Ones |
|----------|------|------|---|----------|------|------|---|----------|------|------|---|----------|------|------|
| | | | + | | | | = | | | | = | | | |
| | | | | | | | | | | | | | | |

d $375 + 109 =$

| Hundreds | Tens | Ones | | Hundreds | Tens | Ones | | Hundreds | Tens | Ones | | Hundreds | Tens | Ones |
|----------|------|------|---|----------|------|------|---|----------|------|------|---|----------|------|------|
| | | | + | | | | = | | | | = | | | |
| | | | | | | | | | | | | | | |

e $356 + 128 =$

| Hundreds | Tens | Ones | Hundreds | Tens | Ones | Hundreds | Tens | Ones | Hundreds | Tens | Ones |
|----------|------|------|----------|------|------|----------|------|------|----------|------|------|
| | | | | | | | | | | | |
| | | | | | | | | | | | |
| | | | | | | | | | | | |

f $371 + 263 =$

| Hundreds | Tens | Ones | Hundreds | Tens | Ones | Hundreds | Tens | Ones | Hundreds | Tens | Ones |
|----------|------|------|----------|------|------|----------|------|------|----------|------|------|
| | | | | | | | | | | | |
| | | | | | | | | | | | |
| | | | | | | | | | | | |

g $527 + 273 =$

| Hundreds | Tens | Ones | Hundreds | Tens | Ones | Hundreds | Tens | Ones | Hundreds | Tens | Ones |
|----------|------|------|----------|------|------|----------|------|------|----------|------|------|
| | | | | | | | | | | | |
| | | | | | | | | | | | |
| | | | | | | | | | | | |

h $174 + 229 =$

| Hundreds | Tens | Ones | Hundreds | Tens | Ones | Hundreds | Tens | Ones | Hundreds | Tens | Ones |
|----------|------|------|----------|------|------|----------|------|------|----------|------|------|
| | | | | | | | | | | | |
| | | | | | | | | | | | |
| | | | | | | | | | | | |

i $109 + 374 =$

| Hundreds | Tens | Ones | Hundreds | Tens | Ones | Hundreds | Tens | Ones | Hundreds | Tens | Ones |
|----------|------|------|----------|------|------|----------|------|------|----------|------|------|
| | | | | | | | | | | | |
| | | | | | | | | | | | |
| | | | | | | | | | | | |

2 Add:

$$\begin{array}{r} \text{a} \quad 123 \\ + 245 \\ \hline \end{array}$$

$$\begin{array}{r} \text{b} \quad 456 \\ + 321 \\ \hline \end{array}$$

$$\begin{array}{r} \text{c} \quad 246 \\ + 452 \\ \hline \end{array}$$

$$\begin{array}{r} \text{d} \quad 135 \\ + 244 \\ \hline \end{array}$$

$$\begin{array}{r} \text{e} \quad 218 \\ + \quad 5 \\ \hline \end{array}$$

$$\begin{array}{r} \text{f} \quad 325 \\ + \quad 6 \\ \hline \end{array}$$

$$\begin{array}{r} \text{g} \quad 126 \\ + \quad 6 \\ \hline \end{array}$$

$$\begin{array}{r} \text{h} \quad 337 \\ + \quad 5 \\ \hline \end{array}$$

$$\begin{array}{r} \text{i} \quad 578 \\ + 60 \\ \hline \end{array}$$

$$\begin{array}{r} \text{j} \quad 257 \\ + 16 \\ \hline \end{array}$$

$$\begin{array}{r} \text{k} \quad 217 \\ + 43 \\ \hline \end{array}$$

$$\begin{array}{r} \text{l} \quad 456 \\ + 61 \\ \hline \end{array}$$

$$\begin{array}{r} \text{m} \quad 119 \\ + 167 \\ \hline \end{array}$$

$$\begin{array}{r} \text{n} \quad 378 \\ + 281 \\ \hline \end{array}$$

$$\begin{array}{r} \text{o} \quad 478 \\ + 180 \\ \hline \end{array}$$

$$\begin{array}{r} \text{p} \quad 358 \\ + 204 \\ \hline \end{array}$$

$$\begin{array}{r} \text{q} \quad 535 \\ + 176 \\ \hline \end{array}$$

$$\begin{array}{r} \text{r} \quad 619 \\ + 299 \\ \hline \end{array}$$

$$\begin{array}{r} \text{s} \quad 158 \\ + 294 \\ \hline \end{array}$$

$$\begin{array}{r} \text{t} \quad 398 \\ + 133 \\ \hline \end{array}$$

$$\begin{array}{r} \text{u} \quad 122 \\ + 237 \\ + 229 \\ \hline \end{array}$$

$$\begin{array}{r} \text{v} \quad 236 \\ + 456 \\ + 245 \\ \hline \end{array}$$

$$\begin{array}{r} \text{w} \quad 676 \\ + 156 \\ + 37 \\ \hline \end{array}$$

$$\begin{array}{r} \text{x} \quad 122 \\ + 278 \\ + 199 \\ \hline \end{array}$$

3 Add:

a $256 + 29 =$

b $222 + 99 =$

c $654 + 98 =$

d $487 + 187 =$

e $392 + 315 =$

f $457 + 165 =$

g $265 + 173 =$

h $666 + 234 =$

i $374 + 144 =$

j $366 + 69 =$

k $456 + 87 =$

l $336 + 78 =$

m $666 + 254 =$

n $468 + 216 =$

o $397 + 129 =$

p $378 + 291 =$

q $899 + 1 =$

r $369 + 455 =$

s $123 + 459 + 227 =$

t $208 + 326 + 176 =$

u $356 + 232 + 112 =$

v $699 + 101 + 100 =$

Worksheet 5

6-8

Lessons

First: Choose the correct answer:

- a Nine hundred thirteen (in digits) = (930 or 903 or 913)
- b The value of the digit 3 in 638 is (3 or 30 or 300)
- c The greatest 3-digit number is (999 or 987 or 900)
- d $60 + 5 + 700 =$ (657 or 567 or 765)
- e $20 \text{ LE} + 20 \text{ LE} + 1 \text{ LE} + 1 \text{ LE} + 1 \text{ LE} + 1 \text{ LE} + 1 \text{ LE} =$ LE.
(225 or 50 or 45)

Second: Complete the following:

- a The smallest number formed from the digits 8, 2 and 6 is
- b The number lying between 589 and 591 is
- c is 100 less than 342.
- d 70 Tens = Hundreds =
- e comes right after 369.

Third: Answer the following:**a Find the result:**

1 $658 + 248 =$

3 549

4 694

2 $355 + 395 =$

$+ 387$

$+ 178$

b 1 Circle the odd numbers: 375 , 186 , 852 , 472 , 856 , 799

2 Circle the even numbers: 537 , 618 , 528 , 724 , 568 , 779

c At a school, there are 317 boys and 281 girls.

Find the number of pupils in this school.

- The number of pupils = + = pupils.

Lessons

9&10

Various Strategies for Adding Two Numbers

إستراتيجيات متنوعة على جمع عددين

1 Match:

a $25 + 36$ •

• $147 + 37$ ①

b $176 + 8$ •

• $36 + 10$ ②

c $23 + 36$ •

• $24 + 37$ ③

d $29 + 17$ •

• $9 + 50$ ④

2 Complete using (<, =, or >):

a $435 + 125$

$528 + 27$

b $603 + 209$

$406 + 406$

c $45 + 19$

$48 + 17$

d $67 + 29$

$28 + 15$

e $63 + 27$

$56 + 34$

- 3 Find the sum and estimate each number using **Front-End strategy**, then add:

a
$$\begin{array}{r} 56 \\ + 25 \\ \hline \end{array}$$



+

b
$$\begin{array}{r} 69 \\ + 26 \\ \hline \end{array}$$



+

c
$$\begin{array}{r} 246 \\ + 319 \\ \hline \end{array}$$



+

d
$$\begin{array}{r} 249 \\ + 75 \\ \hline \end{array}$$



+

- 4 Find the sum and round each number as shown, then add :

a
$$\begin{array}{r} 28 \\ + 73 \\ \hline \end{array}$$

To the nearest 10

To the nearest 10

+

b
$$\begin{array}{r} 56 \\ + 43 \\ \hline \end{array}$$

To the nearest 10

To the nearest 10

+

c
$$\begin{array}{r} 359 \\ + 299 \\ \hline \end{array}$$

To the nearest 100

To the nearest 100

+

d
$$\begin{array}{r} 627 \\ + 58 \\ \hline \end{array}$$

To the nearest 100

To the nearest 10

+



HOME ACTIVITIES

1 Match:

a $65 + 38$ •

b $29 + 16$ •

c $145 + 27$ •

d $318 + 196$ •

e $35 + 26$ •

f $645 + 128$ •

g $563 + 179$ •

• $96 + 76$ ①

• $100 + 3$ ②

• $15 + 30$ ③

• $700 + 73$ ④

• $500 + 10 + 4$ ⑤

• $627 + 115$ ⑥

• $29 + 32$ ⑦

2 Complete using (<, =, or >):

a $75 + 36$

b $45 + 45$

c $24 + 29$

d $200 + 30 + 6$

e $150 + 3$

f $2 + 30 + 600$

g $600 + 28$

$48 + 69$

$25 + 75$

$39 + 4$

$23 + 6$

$76 + 77$

$230 + 6$

$620 + 8$

- 3 Find the sum, then estimate each number using Front-End strategy and add:**

a $\begin{array}{r} 315 \\ + 567 \\ \hline \end{array}$



+ $\begin{array}{r} \\ \hline \end{array}$

b $\begin{array}{r} 65 \\ + 38 \\ \hline \end{array}$



+ $\begin{array}{r} \\ \hline \end{array}$

c $\begin{array}{r} 154 \\ + 645 \\ \hline \end{array}$



+ $\begin{array}{r} \\ \hline \end{array}$

d $\begin{array}{r} 645 \\ + 163 \\ \hline \end{array}$



+ $\begin{array}{r} \\ \hline \end{array}$

e $\begin{array}{r} 156 \\ + 215 \\ \hline \end{array}$



+ $\begin{array}{r} \\ \hline \end{array}$

f $\begin{array}{r} 69 \\ + 76 \\ \hline \end{array}$



+ $\begin{array}{r} \\ \hline \end{array}$

g $\begin{array}{r} 645 \\ + 78 \\ \hline \end{array}$



+ $\begin{array}{r} \\ \hline \end{array}$

h $\begin{array}{r} 26 \\ + 68 \\ \hline \end{array}$



+ $\begin{array}{r} \\ \hline \end{array}$

- 4 Find the sum and round each number to the nearest 10, then add:**

a $\begin{array}{r} 35 \\ + 28 \\ \hline \end{array}$



+ $\begin{array}{r} \\ \hline \end{array}$

b $\begin{array}{r} 69 \\ + 15 \\ \hline \end{array}$



+ $\begin{array}{r} \\ \hline \end{array}$

c $\begin{array}{r} 76 \\ + 15 \\ \hline \end{array}$



+ $\begin{array}{r} \\ \hline \end{array}$

d $\begin{array}{r} 64 \\ + 52 \\ \hline \end{array}$



+ $\begin{array}{r} \\ \hline \end{array}$

e $\begin{array}{r} 46 \\ + 45 \\ \hline \end{array}$



+ $\begin{array}{r} \\ \hline \end{array}$

f $\begin{array}{r} 76 \\ + 28 \\ \hline \end{array}$



+ $\begin{array}{r} \\ \hline \end{array}$

- 5** Find the sum and round each number to the nearest 100, then add:

a $563 \rightarrow$ _____

$+ 167 \rightarrow$ _____

$+ \rightarrow$ _____

b $516 \rightarrow$ _____

$+ 276 \rightarrow$ _____

$+ \rightarrow$ _____

c $767 \rightarrow$ _____

$+ 138 \rightarrow$ _____

$+ \rightarrow$ _____

d $645 \rightarrow$ _____

$+ 136 \rightarrow$ _____

$+ \rightarrow$ _____

e $125 \rightarrow$ _____

$+ 368 \rightarrow$ _____

$+ \rightarrow$ _____

f $599 \rightarrow$ _____

$+ 286 \rightarrow$ _____

$+ \rightarrow$ _____

Worksheet 6

First: Choose the correct answer:

- a The **smallest even** number formed from 2 digits is
(10 or 12 or 98)
- b The **value** of the digit 0 in 208 is
(0 or 10 or 100)
- c $75 + \dots = 100$
(35 or 25 or 30)
- d $35 + 100 = \dots$
(450 or 146 or 135)
- e $200 + 7 + \dots = 267$
(6 or 60 or 600)

Second: Complete the following:

- a Nine hundred seventeen, **in digits**, is
- b 76 Ones = Tens + Ones
- c The number that comes right **after** 129 is
- d $76 + 34 = 70 + \dots$
- e Ones + Hundreds + Tens = 628

Third: Answer the following:

a Put (<, >, or =):

① $756 + 214$

② $218 + 39$

③ $900 + 50 + 3$

| |
|--|
| |
| |
| |

$279 + 491$

$200 + 30$

$264 + 95$

b Complete :

① $24 \xrightarrow{\text{To the nearest } 10} \dots$

$+ 38 \xrightarrow{\text{To the nearest } 10} + \dots$

② $506 \xrightarrow[\text{Estimation}]{\text{By Front-End}} \dots$

$+ 276 \xrightarrow[\text{Estimation}]{\text{By Front-End}} + \dots$

Chapter

10

Chapter Lessons



Lessons 1&2 The Relationship Between Addition and Subtraction Using Fact Families & Subtracting Using a Number Line

Outcomes:

- Participating in Calendar Math Activities.
- Creating addition and subtraction sentences using fact families.
- Explaining the relationship between addition and subtraction.
- Using a number line to subtract.
- Investigating the relationship between addition and subtraction using a number line.

Lesson 3 Subtraction Word Problems

Outcomes:

- Participating in Calendar Math Activities.
- Solving story problems involving subtraction.
- Identifying words that signal them to subtract to solve a problem.

Lesson 6 Subtracting Numbers Using Regrouping

Outcomes:

- Participating in Calendar Math activities.
- Using place value models to regroup and subtract.
- Subtracting 2-digit numbers with regrouping.
- Defining regrouping.

Lessons 4&5 Decomposing the Numbers Components & Subtracting Numbers Using Mental Math Strategies

Outcomes:

- Participating in Calendar Math Activities.
- Decomposing 2-digit numbers into combinations of Tens and Ones.
- Explaining how decomposing numbers can be helpful.
- Applying mental math strategies to subtract by Tens or Hundreds.
- Using known subtraction answers to solve new problems.

Lessons 7-10 Strategies for Subtracting Two Numbers Using Models & Regrouping

Outcomes:

- Participating in Calendar Math Activities.
- Using place value models to regroup and subtract.
- Subtracting 2- and 3-digit numbers with regrouping.
- Applying strategies to estimate differences.
- Subtracting 2- and 3-digit numbers with regrouping.

Lessons 1&2

The Relationship Between Addition and Subtraction Using Fact Families & Subtracting Using a Number Line

العلاقة بين الجمع والطرح باستخدام عائلة الحقائق/ الطرح باستخدام خط الأعداد

Addition and Subtraction الجمع والطرح

are

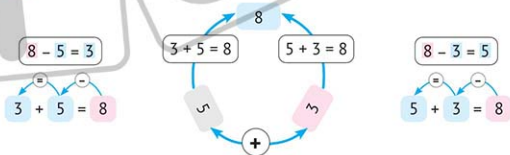
inverse or opposite.

عمليتان متضادتان (متعاكستان).

related to each other.

عمليتان مرتبطتان ببعضهما.

Ex. There are four facts from the fact family for 3, 5, and 8.



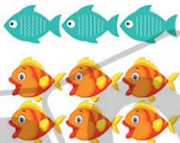
1 Complete the following fact-family houses (as in the example):

Ex.



2 Complete the fact family:

a



$$3 + \dots = \dots$$

$$6 + \dots = \dots$$

$$\dots - 3 = \dots$$

$$\dots - 6 = \dots$$

b



$$\dots + \dots = \dots$$

$$\dots + \dots = \dots$$

$$\dots - \dots = \dots$$

$$\dots - \dots = \dots$$

3 Write the fact family of each of the following:

a

3 8 11

$$\dots + \dots = \dots$$

$$\dots + \dots = \dots$$

$$\dots - \dots = \dots$$

$$\dots - \dots = \dots$$

b

9 6 15

$$\dots + \dots = \dots$$

$$\dots + \dots = \dots$$

$$\dots - \dots = \dots$$

$$\dots - \dots = \dots$$

c

5 7 12

$$\dots + \dots = \dots$$

$$\dots + \dots = \dots$$

$$\dots - \dots = \dots$$

$$\dots - \dots = \dots$$

d

4 9 13

$$\dots + \dots = \dots$$

$$\dots + \dots = \dots$$

$$\dots - \dots = \dots$$

$$\dots - \dots = \dots$$

Subtracting Using the Number Line

الطرح باستخدام خط الأعداد

You can **subtract** two numbers using a number line in **two** ways:

يمكن طرح رقمين باستخدام خط الأعداد بطريقتين:

Ex. $17 - 5 =$

First Way:

Count On

الطريقة الأولى: العد للأمام

12 Steps

- Start at 5 (the **small number**) and **count on** to 17.

– نبدأ من العدد ٥ (العدد الأصغر)،

ونقوم بالعد لنصل للعدد ١٧

- You will move 12 steps.



– سنتحرك ١٢ خطوة.

So, $17 - 5 = 12$

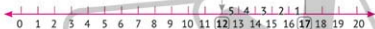
Second Way:

Count Back

الطريقة الثانية: العد للخلف

5 Steps

- Start at 17 (the **greater number**) and **count back** 5 steps.



– نبدأ من العدد ١٧ (العدد الأكبر)، ثم نعد للخلف ٥ خطوات.

- You will reach 12.

– سنصل للعدد ١٢

So, $17 - 5 = 12$

4 Use the number lines below to **subtract:**

a $18 - 5 =$



b $24 - 6 =$



c $35 - 9 =$



d $30 - 7 =$





HOME ACTIVITIES

1 Complete the following fact-family houses:

a

| | | |
|----|--|---|
| 15 | | |
| 9 | | 6 |
| + | | = |
| + | | = |
| - | | = |
| - | | = |

b

| | | |
|----|--|---|
| 12 | | |
| 4 | | 8 |
| + | | = |
| + | | = |
| - | | = |
| - | | = |

c

| | | |
|----|--|---|
| 20 | | |
| 11 | | 9 |
| + | | = |
| + | | = |
| - | | = |
| - | | = |

d

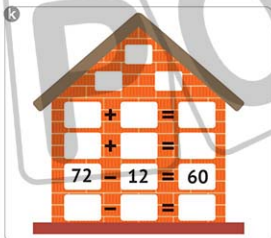
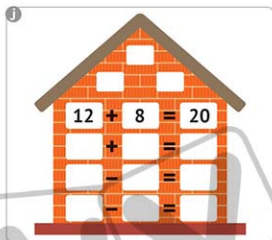
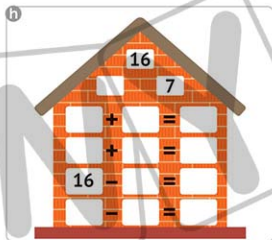
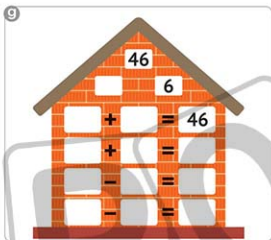
| | | |
|----|--|---|
| 45 | | |
| 40 | | 5 |
| + | | = |
| + | | = |
| - | | = |
| - | | = |

e

| | | |
|----|--|------|
| 30 | | |
| | | 6 |
| + | | = 36 |
| + | | = |
| - | | = |
| - | | = |

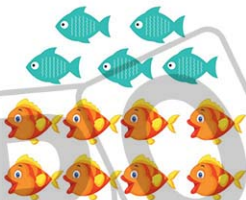
f

| | | |
|------|--|----|
| 12 | | |
| | | 13 |
| + | | = |
| + | | = |
| 25 - | | = |
| - | | = |



2 Complete the fact family:

a



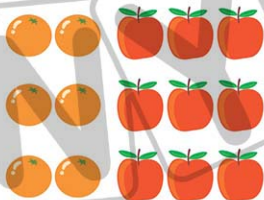
$$\dots + \dots = \dots$$

$$\dots + \dots = \dots$$

$$\dots - \dots = \dots$$

$$\dots - \dots = \dots$$

b



$$\dots + \dots = \dots$$

$$\dots + \dots = \dots$$

$$\dots - \dots = \dots$$

$$\dots - \dots = \dots$$

c



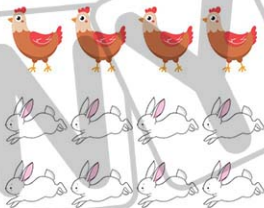
$$\dots + \dots = \dots$$

$$\dots + \dots = \dots$$

$$\dots - \dots = \dots$$

$$\dots - \dots = \dots$$

d



$$\dots + \dots = \dots$$

$$\dots + \dots = \dots$$

$$\dots - \dots = \dots$$

$$\dots - \dots = \dots$$

3 Write the **fact family** of each of the following:

a

7 8 15

$$7 + 8 = 15$$

$$8 + 7 = 15$$

$$15 - 7 = 8$$

$$15 - 8 = 7$$

b

5 6 11

$$5 + 6 = 11$$

$$6 + 5 = 11$$

$$11 - 5 = 6$$

$$11 - 6 = 5$$

c

7 6 13

$$7 + 6 = 13$$

$$6 + 7 = 13$$

$$13 - 7 = 6$$

$$13 - 6 = 7$$

d

4 5 9

$$4 + 5 = 9$$

$$5 + 4 = 9$$

$$9 - 4 = 5$$

$$9 - 5 = 4$$

e

9 6 15

$$9 + 6 = 15$$

$$6 + 9 = 15$$

$$15 - 9 = 6$$

$$15 - 6 = 9$$

f

3 2 5

$$3 + 2 = 5$$

$$2 + 3 = 5$$

$$5 - 3 = 2$$

$$5 - 2 = 3$$

g

5 5 10

$$5 + 5 = 10$$

$$10 - 5 = 5$$

h

7 7 14

$$7 + 7 = 14$$

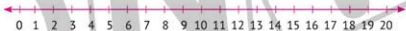
$$14 - 7 = 7$$

4 Use the number lines below to subtract:

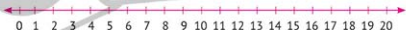
a $10 - 3 =$



b $18 - 4 =$



c $15 - 7 =$



d $33 - 8 =$



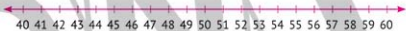
e $36 - 5 =$



f $28 - 4 =$



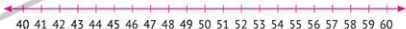
g $51 - 7 =$



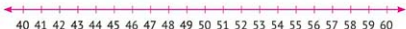
h $55 - 3 =$



i $45 - 5 =$



j $60 - 5 =$



Worksheet 1

1&2

Lessons

First: Choose the correct answer:

- a The **value** of the digit 5 in 563 is
 (5 or 50 or 500)
- b 30 Tens =
 (3 or 30 or 300)
- c $41 + 19$ $40 + 20$
 (< or = or >)
- d The **greatest** 3-different-digit number is
 (100 or 999 or 987)
- e $900 + 70 + 4 =$
 (974 or 947 or 749)

Second: Complete the following:

- a 4 Hundreds, 3 Tens, and 8 Ones =
- b The **smallest** 3-digit number is
- c 990, 980,, (in the same pattern).
- d = $1 + 10 + 100$
- e 254 rounded to the nearest 10 is

Third: Answer the following:**a** Write the fact family of each of the following:

- 1 3, 4, and 7
 $\dots + \dots = \dots$, $\dots + \dots = \dots$
 $\dots - \dots = \dots$, $\dots - \dots = \dots$
- 2 9, 6, and 15
 $\dots + \dots = \dots$, $\dots + \dots = \dots$
 $\dots - \dots = \dots$, $\dots - \dots = \dots$

b Arrange the following numbers in an ascending order:

563, 790, 687, 234

.....,,,

c There are 553 boys and 335 girls in a school. Find the total number of pupils in that school.

The total number of pupils = + = pupils

Lesson

3

Subtraction Word Problems مسائل كلامية على الطرح

Steps of Solving Story Problems خطوات حل المسائل الكلامية

Story Problems

Maggie picks 5 flowers.
Her mother takes 2
flowers from her. How
many flowers does
she have left?

READ

Read the problem to understand.

1 اقرأ

Maggie picks 5 flowers.
Her mother takes 2
flowers from her. How
many flowers does she
have left?

CONSIDER

Underline the important facts and look for patterns.

2 فكر



PLAN

Draw a picture, if needed, to help you solve the problem.

3 خطط

$$5 - 2 =$$

WRITE

Write an equation for the number problem.

4 اكتب

$$5 - 2 = 3$$

SOLVE

Solve the problem. Show your steps.

5 حل



EVALUATE

Does your answer make sense? If not, try again.

6 تأكد

Keywords

| | |
|---------------|-----------|
| Subtract | Remain |
| Difference | Less than |
| Fewer | Minus |
| How many more | |

- 1 Samir made 48 cookies. He gave 22 to his sister Dalia. How many cookies are left?



- 2 In the class, there are 35 girls and 13 boys. How many more girls are there than boys?



- 3 Jana collected stamps. She had 180 stamps. She gave 20 to her brother. How many stamps is left with her?



- 4 Maha and Safa had 28 gifts to wrap. They have wrapped 4 of them. How many more do they need to wrap?



- 5 There were 65 people on the bus. At the first stop, 21 people got off. How many people are left on the bus?



- 6 Jasmine has 25 candies. Walid has 14 candies. How many more candies does Jasmine have?





HOME ACTIVITIES

- 1 Jana had 93 LE, she gave 52 LE to her brother Ayman. How much money is left with her?



- 2 Nada had 45 crayons, she gave 12 crayons to her friend. How many crayons are left with Nada?



- 3 Karim has a book of 75 pages, he read 42 pages of which. How many pages are left for Karim to read?



- 4 Salah had 89 pounds, he bought a shirt for 59 pounds. How much money is left with Salah?



- 5 A class has 56 students, 24 of them are boys. Find the number of girls.



- 6 Emad has 100 pounds and he wants to buy a toy for 125 pounds. How much money does he need for that?



- 7 There are 25 boys and 23 girls in a class. Find the difference between the number of boys and that of girls.



- 8 There are 65 students in a class, 32 of them are boys. How many girls are there in the class?



- 9 Hatem has 456 pounds and Eman has 215 pounds. How much more money does Hatem have than Eman?



- 10 There are 175 cars in the parking lot, 60 of them have left. How many cars are in the parking lot now?



- 11 There are 456 books in the school library. Students borrowed 125 books. How many books are left in the library?



- 12 A baker made 459 cupcakes. He sold 255 of them. How many cupcakes are left?



Worksheet 2

First: Choose the correct answer:

a The value of 3 in 183 is

(3 or 30 or 300)

b comes just after 299.

(289 or 399 or 300)

c 6 Hundreds + 7 Tens =

(706 or 670 or 607)

d $500 + 20 + 6 =$

(625 or 652 or 526)

e $562 <$

(560 or 650 or 559)

Second: Complete the following:a $153 + 197 =$ b $456 =$ + 6

c 900, 800, 700,,,

d The number that comes just before 500 is

e The smallest 3-digit number formed from the digits 9 and 4 is

Third: Answer the following:

a Subtract using the number line:

$22 - 9 =$



b Compare using (<, =, or >):

1 307 370

2 $7 + 50 + 600$

 7 Hundreds

3 956 959

4 Four hundred and twelve

$400 + 12$

c Sara has 52 LE and her brother Fares has 28 LE.

How much money do they have altogether?

Lessons 4&5

Decomposing the Numbers Components & Subtracting Numbers Using Mental Math Strategies

تحليل مكونات الأعداد / طرح الأعداد باستخدام الرياضيات الذهنية

Lessons
4&5

Decompose: Is to **break up** numbers into small parts.

التحليل: هو تقسيم الأعداد إلى أجزاء صغيرة.

Some ways to decompose 56

$$56 = 10 + 10 + 10 + 10 + 10 + 6$$

$$56 = 50 + 6$$

$$56 = 10 + 10 + 10 + 10 + 10 + 6$$

$$56 = 40 + 16$$

$$56 = 10 + 10 + 10 + 10 + 10 + 6$$

$$56 = 30 + 26$$

$$56 = 10 + 10 + 10 + 10 + 10 + 6$$

$$56 = 20 + 36$$

$$56 = 10 + 10 + 10 + 10 + 10 + 6$$

$$56 = 40 + 10 + 6$$

$$56 = 10 + 10 + 10 + 10 + 10 + 6$$

$$56 = 30 + 20 + 6$$

1 Decompose the following numbers in 3 different ways:

a $\left. \begin{array}{l} \text{.....} + \text{.....} \\ \text{.....} + \text{.....} \end{array} \right\} 29 \rightarrow \text{.....} + \text{.....} + \text{.....}$

b $\left. \begin{array}{l} \text{.....} + \text{.....} \\ \text{.....} + \text{.....} \end{array} \right\} 82 \rightarrow \text{.....} + \text{.....} + \text{.....}$

c

$$\begin{array}{c} \text{.....} + \text{.....} \\ \text{.....} + \text{.....} \end{array}$$

37

$$\text{.....} + \text{.....} + \text{.....}$$

d

$$\begin{array}{c} \text{.....} + \text{.....} \\ \text{.....} + \text{.....} \end{array}$$

63

$$\text{.....} + \text{.....} + \text{.....}$$

2 Complete the following:

a $49 = 40 + \text{.....}$

$49 = 30 + \text{.....}$

$49 = 20 + \text{.....}$

b $83 = 80 + \text{.....}$

$83 = \text{.....} + 13$

$\text{.....} = 20 + 63$

c $67 = 60 + \text{.....}$

$\text{.....} = 40 + 27$

$67 = \text{.....} + 57$

d $\text{.....} = 20 + 72$

$92 = 30 + \text{.....}$

$92 = 52 + \text{.....}$

3 Match:

a $20 + 34$ •

b $40 + 35$ •

c $27 + 10$ •

d $25 + 60$ •

e $70 + 23$ •

• $30 + 7$ ①

• $50 + 4$ ②

• $70 + 5$ ③

• $90 + 3$ ④

• $80 + 5$ ⑤

Cluster Problems المتسلسلة المسائل

Cluster problem is a **set** of three or more problems that are **related** to each other.

عبارة عن مجموعة من المسائل (٣ مسائل أو أكثر) بينها علاقة مع بعضها.

Ex.

$$\begin{array}{r} 36 - 10 = 26 \\ \quad \quad \quad \downarrow \quad \downarrow \\ 36 - 20 = 16 \\ \quad \quad \quad \downarrow \quad \downarrow \\ 36 - 26 = 10 \\ \quad \quad \quad \downarrow \quad \downarrow \\ 36 - 29 = 7 \end{array}$$

Ex.

$$\begin{array}{r} 82 - 10 = 72 \\ \quad \quad \quad \downarrow \quad \downarrow \\ 82 - 20 = 62 \\ \quad \quad \quad \downarrow \quad \downarrow \\ 82 - 30 = 52 \\ \quad \quad \quad \downarrow \quad \downarrow \\ 82 - 32 = 50 \\ \quad \quad \quad \downarrow \quad \downarrow \\ 82 - 36 = 46 \end{array}$$

4 Complete the following:

a $35 - 10 =$

$35 - 20 =$

$35 - 25 =$

$35 - 29 =$

c $72 - 10 =$

$72 - 20 =$

$72 - 30 =$

$72 - 42 =$

$72 - 48 =$

b $72 - 10 =$

$72 - 20 =$

$72 - 22 =$

$72 - 26 =$

d $463 - 10 =$

$463 - 110 =$

$463 - 120 =$

$463 - 133 =$

$463 - 137 =$



HOME ACTIVITIES

1 Decompose the following numbers in 3 different ways:

a $\left. \begin{array}{l} \text{.....} + \text{.....} \\ \text{.....} + \text{.....} \end{array} \right\} 29 \rightarrow \text{.....} + \text{.....} + \text{.....}$

b $\left. \begin{array}{l} \text{.....} + \text{.....} \\ \text{.....} + \text{.....} \end{array} \right\} 37 \rightarrow \text{.....} + \text{.....} + \text{.....}$

c $\left. \begin{array}{l} \text{.....} + \text{.....} \\ \text{.....} + \text{.....} \end{array} \right\} 46 \rightarrow \text{.....} + \text{.....} + \text{.....} + \text{.....}$

d $\left. \begin{array}{l} \text{.....} + \text{.....} \\ \text{.....} + \text{.....} \end{array} \right\} 52 \rightarrow \text{.....} + \text{.....} + \text{.....} + \text{.....} + \text{.....}$

e $\left. \begin{array}{l} \text{.....} + \text{.....} \\ \text{.....} + \text{.....} \end{array} \right\} 62 \rightarrow \text{.....} + \text{.....} + \text{.....} + \text{.....} + \text{.....}$

f $\left. \begin{array}{l} \text{.....} + \text{.....} \\ \text{.....} + \text{.....} \end{array} \right\} 73 \rightarrow \text{.....} + \text{.....} + \text{.....} + \text{.....} + \text{.....}$

g $\left. \begin{array}{l} \text{.....} + \text{.....} \\ \text{.....} + \text{.....} \end{array} \right\} 86 \rightarrow \text{.....} + \text{.....} + \text{.....} + \text{.....} + \text{.....}$

2 Complete the following:

a $34 = 10 + \dots\dots\dots$

$34 = 20 + \dots\dots\dots$

$34 = 30 + \dots\dots\dots$

c $42 = 40 + \dots\dots\dots$

$\dots\dots\dots = 20 + 22$

$42 = \dots\dots\dots + 32$

b $28 = 20 + \dots\dots\dots$

$28 = \dots\dots\dots + 18$

$\dots\dots\dots = 10 + 10 + 8$

d $\dots\dots\dots = 30 + 27$

$57 = \dots\dots\dots + \dots\dots\dots$

$57 = 50 + \dots\dots\dots$

e $64 = 40 + \dots\dots\dots$

$64 = 30 + \dots\dots\dots$

$64 = 20 + \dots\dots\dots$

f $78 = 70 + \dots\dots\dots$

$78 = \dots\dots\dots + 18$

$\dots\dots\dots = 30 + 48$

g $86 = 80 + \dots\dots\dots$

$\dots\dots\dots = 40 + 46$

$86 = \dots\dots\dots + 56$

h $\dots\dots\dots = 20 + 77$

$97 = 30 + \dots\dots\dots$

$97 = 50 + \dots\dots\dots$

i $66 = 20 + \dots\dots\dots$

$\dots\dots\dots = 40 + 26$

$66 = \dots\dots\dots + 56$

j $\dots\dots\dots = 20 + 7$

$27 = 10 + \dots\dots\dots$

$27 = 10 + 10 + \dots\dots\dots$

3 Match:

a $20 + 9$

b $30 + 8$

c $40 + 7$

d $50 + 6$

e $60 + 5$

f $70 + 4$

g $80 + 3$

h $90 + 2$

• $20 + 20 + 7$ ①

• $10 + 10 + 9$ ②

• $20 + 18$ ③

• $30 + 30 + 5$ ④

• $20 + 20 + 16$ ⑤

• $30 + 30 + 30 + 2$ ⑥

• $40 + 34$ ⑦

• $40 + 40 + 3$ ⑧

4 Compare using ($<$, $=$, or $>$):

a $20 + 20 + 15$



$30 + 10 + 5$

b $60 + 8$



$30 + 30 + 15$

c $30 + 30 + 12$



$40 + 20 + 12$

d $10 + 10 + 10 + 5$



$10 + 15$

e $70 + 25$



$50 + 55$

5 Complete the following:

a $75 - 10 =$

$75 - 20 =$

$75 - 25 =$

$75 - 29 =$

b $43 - 10 =$

$43 - 20 =$

$43 - 23 =$

$43 - 28 =$

c $62 - 10 =$

$62 - 20 =$

$62 - 30 =$

$62 - 32 =$

$62 - 38 =$

d $54 - 10 =$

$54 - 20 =$

$54 - 30 =$

$54 - 34 =$

$54 - 36 =$

e $252 - 100 =$

$252 - 110 =$

$252 - 120 =$

$252 - 132 =$

$252 - 136 =$

f $675 - 100 =$

$675 - 200 =$

$675 - 300 =$

$675 - 370 =$

$675 - 390 =$

g $146 - 100 =$

$146 - 110 =$

$146 - 120 =$

$146 - 126 =$

$146 - 129 =$

h $976 - 100 =$

$976 - 200 =$

$976 - 300 =$

$976 - 370 =$

$976 - 390 =$

Worksheet 3

First: Choose the correct answer:

- a 9 Ones + 2 Hundreds + 7 Tens = (927 or 729 or 279)
 b is an **odd** number. (28 or 67 or 36)
 c $40 + 28 = \dots + 18$ (50 or 68 or 40)
 d 197 rounded to the nearest **10** is (200 or 190 or 100)
 e 10 LE + 20 LE + 5 LE + 5 LE = LE (35 or 45 or 40)

Second: Complete the following:

- a 25, 35, 45,,,,
 b The **place value** of the digit 3 in 739 is
 c The **smallest** 3-different-digit number is
 d $78 = 20 + \dots + 18$ e $452 + 256 = \dots$

Third: Answer the following:**a Find the result:**

1 $459 + 278 = \dots$ 2 $698 + 7 = \dots$

b Compare using (<, =, or >):

1 $30 + 28$ $50 + 18$

2 $70 + 23$ $63 + 30$

3 $800 + 5$ $80 + 50$

4 9 Tens + 3 Ones 930

c Complete the following cluster problems:

1 $83 - 10 = \dots$

2 $720 - 100 = \dots$

$83 - 20 = \dots$

$720 - 200 = \dots$

$83 - 30 = \dots$

$720 - 300 = \dots$

$83 - 33 = \dots$

$720 - 420 = \dots$

$83 - 38 = \dots$

$720 - 490 = \dots$

Lesson 6

Subtracting Numbers Using Regrouping

طرح الأعداد بإعادة التجميع

First Way:

Decompose the two numbers by drawing sticks for Tens and small squares for Ones.

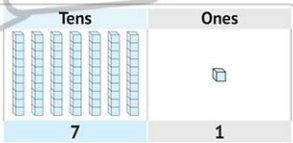
Ex. $71 - 55 =$

Step 1:

When you subtract the Ones minus the Ones,

• اطرح الآحاد - الآحاد

you can't subtract 1 minus 5.



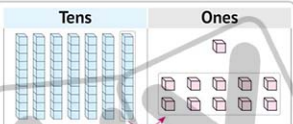
Step 2:

You decompose 1 Ten to 10 Ones.

• حلل عشرة واحدة من خانة العشرات إلى ١٠ آحاد.

Now you have 11 Ones and 6 Tens.

• يصبح لديك ١١ آحاد و ٦ عشرات.

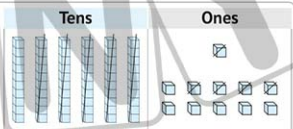


Step 3:

Subtract

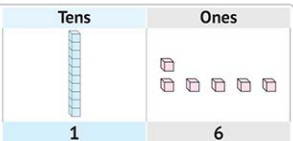
11 Ones - 5 Ones,

and 6 Tens - 5 Tens.



Step 4:

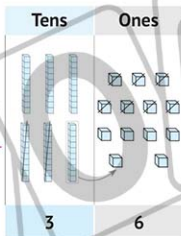
$$\begin{array}{r} 6 \ 11 \\ 7 \ 1 - 55 = 16 \end{array}$$



- 1 Draw sticks for Tens and small squares for Ones, then subtract: (as in the examples):

a

$$\begin{array}{r} 63 \\ - 27 \\ \hline 36 \end{array}$$



b

$$\begin{array}{r} 41 \\ - 25 \\ \hline \end{array}$$



c

$$\begin{array}{r} 74 \\ - 19 \\ \hline \end{array}$$



d

$$\begin{array}{r} 56 \\ - 27 \\ \hline \end{array}$$



e

$$\begin{array}{r} 31 \\ - 18 \\ \hline \end{array}$$



f

$$\begin{array}{r} 73 \\ - 49 \\ \hline \end{array}$$



Second Way:

Step 1:

When you subtract the **Ones** minus the **Ones**,
you can't subtract 1 minus 5.

• عندما نقوم بطرح الآحاد - الآحاد

• ١ - ٥ (غير ممكن)

$$71 - 55 = \dots\dots\dots$$

$$\begin{array}{r} 71 \\ - 55 \\ \hline \end{array}$$

Step 2:

Borrow 1 from the **Tens** place,
and add it to the **Ones** place.

Where 1 **Ten** = 10 **Ones**.

• نستعير عشرة واحدة من خانة العشرات ونضيفها لخانة الآحاد.

عشرة واحدة = ١٠ آحاد

$$\overset{1}{\cancel{7}}1 - 55 = \dots\dots\dots$$

$$\begin{array}{r} \overset{1}{\cancel{7}}1 \\ - 55 \\ \hline \end{array}$$

Step 3:

1 **One** becomes 11 **Ones**,
and 7 **Tens** becomes 6 **Tens**.

• ١ آحاد أصبحت ١١ آحاد.

و ٧ عشرات أصبحت ٦ عشرات.

$$\overset{6}{\cancel{7}}11 - 55 = \dots\dots\dots$$

$$\begin{array}{r} \overset{6}{\cancel{7}}11 \\ - 55 \\ \hline \end{array}$$

Step 4:

Subtract 11 **Ones** - 5 **Ones** = 6 **Ones**

And 6 **Tens** - 5 **Tens** = 1 **Ten**

$$\overset{6}{\cancel{7}}11 - 55 = 16$$

$$\begin{array}{r} \overset{6}{\cancel{7}}11 \\ - 55 \\ \hline 16 \end{array}$$

2 Subtract:

a 82

$- 57$

.....

b 73

$- 29$

.....

c 51

$- 15$

.....

d 40

$- 27$

.....

e 34

$- 19$

.....

f 67

$- 39$

.....

g 95

$- 19$

.....

h 21

$- 8$

.....

i $43 - 17 =$

j $53 - 36 =$

k $72 - 28 =$

l $60 - 56 =$



احرص على تسجيل بياناتك للحصول
على هدايا كتاب PONY



HOME ACTIVITIES

1 Draw sticks for Tens and small squares for Ones, then subtract:

a

$$\begin{array}{r} 96 \\ - 29 \\ \hline \end{array}$$

Tens

Ones

b

$$\begin{array}{r} 80 \\ - 36 \\ \hline \end{array}$$

Tens

Ones

c

$$\begin{array}{r} 71 \\ - 42 \\ \hline \end{array}$$

Tens

Ones

d

$$\begin{array}{r} 67 \\ - 18 \\ \hline \end{array}$$

Tens

Ones

e

$$\begin{array}{r} 53 \\ - 27 \\ \hline \end{array}$$

Tens

Ones

f

$$\begin{array}{r} 42 \\ - 15 \\ \hline \end{array}$$

Tens

Ones

g

Tens

Ones

23

- 9

h

Tens

Ones

76

- 29

i

Tens

Ones

50

- 37

j

Tens

Ones

21

- 8

2 Subtract:

a $21 - 18 =$

c $84 - 29 =$

e $43 - 25 =$

g $60 - 57 =$

b $90 - 36 =$

d $82 - 48 =$

f $78 - 29 =$

h $53 - 26 =$

3 Subtract:

a 43

- 19

b 82

- 27

c 71

- 55

d 90

- 2

Subtracting Numbers Using Regrouping

e $\begin{array}{r} 55 \\ - 19 \\ \hline \end{array}$

$\begin{array}{r} 55 \\ - 19 \\ \hline \end{array}$

f $\begin{array}{r} 26 \\ - 9 \\ \hline \end{array}$

$\begin{array}{r} 26 \\ - 9 \\ \hline \end{array}$

g $\begin{array}{r} 31 \\ - 5 \\ \hline \end{array}$

$\begin{array}{r} 31 \\ - 5 \\ \hline \end{array}$

h $\begin{array}{r} 91 \\ - 38 \\ \hline \end{array}$

$\begin{array}{r} 91 \\ - 38 \\ \hline \end{array}$

i $\begin{array}{r} 44 \\ - 17 \\ \hline \end{array}$

$\begin{array}{r} 44 \\ - 17 \\ \hline \end{array}$

j $\begin{array}{r} 81 \\ - 39 \\ \hline \end{array}$

$\begin{array}{r} 81 \\ - 39 \\ \hline \end{array}$

k $\begin{array}{r} 61 \\ - 16 \\ \hline \end{array}$

$\begin{array}{r} 61 \\ - 16 \\ \hline \end{array}$

l $\begin{array}{r} 22 \\ - 7 \\ \hline \end{array}$

$\begin{array}{r} 22 \\ - 7 \\ \hline \end{array}$

Lesson 6

4 Complete using (<, =, or >):

a $65 - 28$ $31 - 19$

b $54 - 28$ $72 - 18$

c $52 - 17$ $60 - 25$

d $43 - 8$ $82 - 14$

5 Match:

a $75 - 26$ •

b $15 - 7$ •

c $91 - 29$ •

d $52 - 28$ •

e $60 - 25$ •

f $82 - 28$ •

g $93 - 15$ •

h $90 - 9$ •

• $92 - 30$ ①

• $62 - 13$ ②

• $50 - 42$ ③

• $82 - 47$ ④

• $51 - 27$ ⑤

• $91 - 10$ ⑥

• $62 - 8$ ⑦

• $80 - 2$ ⑧

Worksheet 4

First: Choose the correct answer:

- a 825 rounded to the nearest 10 is (820 or 830 or 800)
 b $458 = 400 + \dots$ (50 or 580 or 58)
 c $42 + 23 = \dots + 42$ (23 or 65 or 42)
 d 5 Hundreds + 7 Ones = (570 or 750 or 507)
 e The greatest 3-digit number is (999 or 897 or 100)

Second: Complete the following:

- a 45, 50, 55, 60,,, (in the same pattern)
 b The place value of the digit 5 in 574 is
 c Ones + Hundreds + Tens = 734
 d $40 + 27 = \dots + 7$
 e $80 + 0 + 2 = \dots$

Third: Answer the following:**a Find the result:**

①
$$\begin{array}{r} 256 \\ + 148 \\ \hline \end{array}$$

②
$$\begin{array}{r} 246 \\ + 294 \\ \hline \end{array}$$

③
$$\begin{array}{r} 72 \\ - 29 \\ \hline \end{array}$$

④
$$\begin{array}{r} 84 \\ - 37 \\ \hline \end{array}$$

b Compare using (<, =, or >):

① $74 - 28$

② $63 - 17$

③ $400 + 9$

④ $200 + 29$

⑤ $63 - 35$

⑥ $45 - 9$

⑦ $98 + 86$

⑧ $100 + 51$

c Tarek had 56 LE, he bought a book for 25 LE. Find the remaining money with Tarek.

Lessons 7-10

Strategies for Subtracting Two Numbers Using Models & Regrouping

استراتيجيات طرح عددين (باستخدام النماذج - بإعادة التجميع)

Lessons 7-10

First: Subtracting using the place value table:

Draw **Hundreds** as **large squares**, **Tens** as **sticks** and **Ones** as small squares to subtract, use the **regrouping strategy**:

Ex. 1 $628 - 375$

Ones: $8 - 5 = 3$

Tens: $2 - 7$ (Can't be)

- Borrow 1 from the Hundreds

(1 Hundred = 10 Tens)

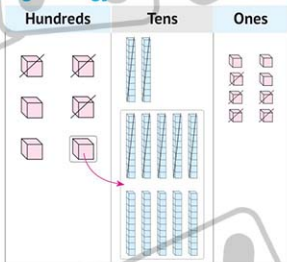
- 2 Tens becomes 12 Tens.

So, $12 - 7 = 5$

Hundreds: 6 becomes 5

So, $5 - 3 = 2$

So, $628 - 375 = 253$



Ex. 2 $802 - 276$

Ones: $2 - 6$ (Can't be)

- Borrow 1 from the Hundreds

(1 Hundred = 10 Tens)

- 0 Tens becomes 10 Tens.

- Borrow 1 from the Tens

(1 Ten = 10 Ones)

- 2 Ones becomes 12 Ones.

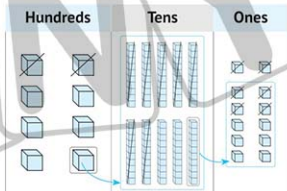
So, $12 - 6 = 6$

Tens: $9 - 7 = 2$

Hundreds: 8 becomes 7

So, $7 - 2 = 5$

So, $802 - 276 = 526$



- 1 Draw **Hundreds** as large squares, **Tens** as sticks and **Ones** as small squares. Subtract using the **regrouping strategy**:

a $658 - 253 =$

| Hundreds | Tens | Ones |
|----------|------|------|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

b $579 - 126 =$

| Hundreds | Tens | Ones |
|----------|------|------|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

c $738 - 172 =$

| Hundreds | Tens | Ones |
|----------|------|------|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

d $672 - 257 =$

| Hundreds | Tens | Ones |
|----------|------|------|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

e $634 - 187 =$

| Hundreds | Tens | Ones |
|----------|------|------|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

f $400 - 128 =$

| Hundreds | Tens | Ones |
|----------|------|------|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

Second: Subtracting using regrouping strategy: (Renaming)**Ex.** Subtract : $325 - 139$ **Ones:** $5 - 9$ (Can't be)

- Borrow 1 from the Tens.
- 2 Tens becomes 1 Ten.
- 5 Ones becomes 15 Ones. ($15 - 9 = 6$)

$$\begin{array}{r} 1 \ 15 \\ 325 \\ - 139 \\ \hline 6 \end{array}$$

Tens: $1 - 3$ (Can't be)

- Borrow 1 from the Hundreds.
- 3 Hundreds becomes 2 Hundreds.
- 1 Ten becomes 11 Tens. ($11 - 3 = 8$)

$$\begin{array}{r} 2 \ 11 \ 15 \\ 325 \\ - 139 \\ \hline 86 \end{array}$$

Hundreds : $2 - 1 = 1$ **So,** $315 - 139 = 186$

$$\begin{array}{r} 2 \ 11 \ 15 \\ 325 \\ - 139 \\ \hline 186 \end{array}$$

Ex. Subtract : $402 - 185$ **Ones:** $2 - 5$ (Can't be)

- We can't borrow 1 from the Tens (0).
- Borrow 1 from the Hundreds
- 4 Hundreds becomes 3 Hundreds.
- 0 Ten becomes 10 Tens.

$$\begin{array}{r} 3 \ 10 \\ 402 \\ - 185 \\ \hline \end{array}$$

- Borrow 1 from the Tens.
- 10 Tens becomes 9 Tens.
- 2 Ones becomes 12 Ones. ($12 - 5 = 7$)

$$\begin{array}{r} 3 \ 9 \ 12 \\ 402 \\ - 185 \\ \hline 7 \end{array}$$

Tens: $9 - 8 = 1$ **Hundreds:** $3 - 1 = 2$ **So,** $402 - 185 = 217$

$$\begin{array}{r} 3 \ 9 \ 12 \\ 402 \\ - 185 \\ \hline 217 \end{array}$$

2 Find the result:

a 455

$- 321$

b 218

$- 5$

c 778

$- 281$

d 496

$- 48$

e 705

$- 78$

f 100

$- 1$

g 200

$- 159$

h 708

$- 378$

i $487 - 187 =$

j $283 - 157 =$

k $600 - 254 =$

l $400 - 270 =$

3 Find the result, then use the rounding strategy:

a $75 + 28 =$

To the nearest **Ten** =

b $257 - 78 =$

To the nearest **Ten** =

c $125 + 347 =$

To the nearest **Hundred** =

d $722 - 157 =$

To the nearest **Hundred** =4 Ali has **42 LE** and his brother has **57 LE**.How much money do they have **altogether**?5 Samir made **48** cookies. He gave **22** to his sister Dalia.How many cookies are **left**?



HOME ACTIVITIES

- 1 Draw **Hundreds** as large squares, **Tens** as sticks and **Ones** as small squares. Subtract using the **regrouping strategy**:

a $786 - 124 =$

| Hundreds | Tens | Ones |
|----------|------|------|
| | | |
| | | |
| | | |

b $628 - 523 =$

| Hundreds | Tens | Ones |
|----------|------|------|
| | | |
| | | |
| | | |

c $326 - 253 =$

| Hundreds | Tens | Ones |
|----------|------|------|
| | | |
| | | |
| | | |

d $708 - 362 =$

| Hundreds | Tens | Ones |
|----------|------|------|
| | | |
| | | |
| | | |

e $940 - 327 =$

| Hundreds | Tens | Ones |
|----------|------|------|
| | | |
| | | |
| | | |

f $872 - 569 =$

| Hundreds | Tens | Ones |
|----------|------|------|
| | | |
| | | |
| | | |

g $328 - 179 =$

| Hundreds | Tens | Ones |
|----------|------|------|
| | | |
| | | |
| | | |

h $700 - 327 =$

| Hundreds | Tens | Ones |
|----------|------|------|
| | | |
| | | |
| | | |

2 Subtract:

1 753

$- 245$

2 456

$- 321$

3 789

$- 100$

4 686

$- 452$

5 272

$- 145$

6 325

$- 6$

7 497

$- 48$

8 126

$- 56$

9 519

$- 167$

10 778

$- 281$

11 652

$- 218$

12 478

$- 129$

13 764

$- 229$

14 735

$- 274$

15 846

$- 238$

16 254

$- 149$

17 753

$- 288$

18 456

$- 149$

19 789

$- 299$

20 946

$- 452$

21 500

$- 167$

22 600

$- 218$

23 470

$- 189$

24 308

$- 284$

25 211

$- 119$

26 800

$- 11$

27 100

$- 1$

28 200

$- 159$

3 Subtract:

a $822 - 201 =$

c $487 - 295 =$

e $265 - 194 =$

g $374 - 189 =$

i $416 - 9 =$

k $600 - 422 =$

m $728 - 489 =$

o $903 - 155 =$

b $374 - 125 =$

d $462 - 228 =$

f $822 - 555 =$

h $487 - 299 =$

j $903 - 125 =$

l $537 - 229 =$

n $416 - 139 =$

p $700 - 111 =$

4 Find the result, then use the rounding strategy:

a $35 + 38 =$ To the nearest **Ten** =

b $125 + 358 =$ To the nearest **Ten** =

c $82 - 15 =$ To the nearest **Ten** =

d $300 - 21 =$ To the nearest **Ten** =

e $56 + 78 =$ To the nearest **Hundred** =

f $247 + 374 =$ To the nearest **Hundred** =

g $200 - 78 =$ To the nearest **Hundred** =

h $641 - 175 =$ To the nearest **Hundred** =

5 Answer the following:a Ali had **42 LE** and his brother had **57 LE**.How much money do they have **altogether**?b Aya saved **33 LE** in one month. The next month, she saved **24 LE**.How much money does Aya have **in all**?

- c Tarek bought a book for 44 LE and a new football for 44 LE.
How much money did Tarek have **altogether**?
.....
- d Tarek and his friend Karim bought new footballs.
Tarek's football costs 189 LE, and Karim's football costs 425 LE.
How much money did both boys spend on their footballs?
.....
- e In a class, there are 35 girls and 13 boys.
How **many more** girls are there than boys?
.....
- f Jana collected stamps. She had 180 stamps. She gave 20 stamps to her brother. How many stamps does she have **left**?
.....
- g Maha and Safa had 28 gifts to wrap. They have wrapped 4 of them.
How **many more** do they need to wrap?
.....
- h There were 65 people on the bus. At the first stop, 21 people got off.
How many people are **left** on the bus?
.....
- i Jasmine has 25 candies. Walid has 14 candies.
How **many more** candies does Jasmine have?
.....
- f Mona's grandmother gave Mona and her brother Kareem money for their birthdays. She gave each child 125 LE.
How much money did Mona's grandmother give **in all**?
.....

Worksheet 5

First: Choose the correct answer:

- a The **place value** of the digit 5 in 97**5** is
(Ones **or** Tens **or** Hundreds)
- b The **smallest** 3-digit number is (100 **or** 123 **or** 999)
- c 2 Ones + 5 Hundreds + 6 Tens = (652 **or** 562 **or** 256)
- d $589 = \dots + 80 + 9$ (5 **or** 50 **or** 500)
- e Seven hundred and forty = (714 **or** 740 **or** 704)

Second: Complete the following:

- a The **smallest** number formed from 7, 0, and 4 is
- b The **value** of the digit 4 in 2**4**5 is
- c 5 Hundreds = Tens
- d $915 + \dots = 572 + 915$
- e 3 Ones, 5 Tens, 2 Hundreds in **digits** is

Third: Answer the following:**a Find the result:**

①
$$\begin{array}{r} 878 \\ + 22 \\ \hline \end{array}$$

②
$$\begin{array}{r} 975 \\ - 436 \\ \hline \end{array}$$

③ $172 + 64 = \dots$

④ $300 - 79 = \dots$

b Compare using (<, =, or >):

① $370 + 40$ ☐ $500 - 290$

② 520 ☐ 2 Hundreds + 5 Tens

③ 283 ☐ 315

④ 116 ☐ $11 + 6$

c Maha had 245 pounds. Her father gave her 314 pounds.

How much money does Maha have?

Maha has = + = pounds.

Chapter 11

Chapter Lessons

Lesson 1 Forming Fractions (Halves – Thirds – Fourths)

Outcomes:

- Participating in Calendar Math Activities.
- Identifying equal and unequal parts of a whole.

Lessons 2–6 Many Fractions Forms

Outcomes:

- Participating in Calendar Math Activities.
- Creating halves, thirds and fourths of circles.
- Using the appropriate vocabulary to describe fractions.
- Investigating the attributes of halves, thirds and fourths.
- Investigating fractions with numerators greater than 1.
- Making connections between images of fractions and fraction names.
- Identifying multiple ways to divide a rectangle into fractional parts.
- Creating fractions using words or number clues.
- Naming all fractional parts for halves, thirds and fourths.

Lessons 7–10 Fraction as a Part of a Set & Applications on Fractions

Outcomes:

- Participating in Calendar Math Activities.
- Identifying and writing fractional parts of a set.
- Comparing fractions of a whole and of a set.
- Identifying fractions of a set of objects.
- Writing fraction questions about a set of objects.
- Solving story problems involving fractions of a whole or a set.
- Evaluating students' progress in learning about fractions.
- Partitioning rectangles into three or four equal parts.
- Demonstrating their understanding that each fractional part of a rectangle is part of a whole.
- Describing equal parts of a whole using fraction vocabulary.



Lesson

1

Forming Fractions (Halves – Thirds – Fourths)

تكوين كسور (أجزاء – أثلاث – أرباع)



Numerator

The number of parts you have.

Shaded Parts

عدد الأجزاء المظللة

$$\frac{2}{5}$$

Fraction Bar

Denominator

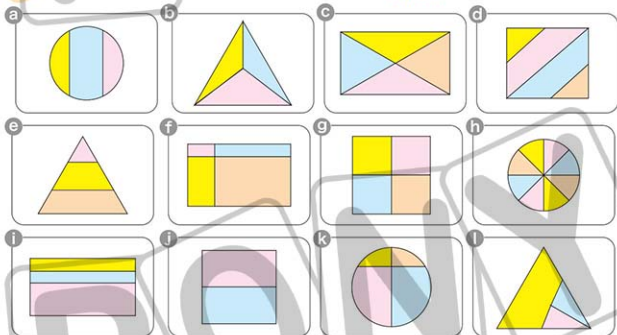
The number of parts in a whole.

All Parts

عدد جميع الأجزاء

Lesson 1

1 Circle the shapes that are divided into equal parts:



2 Write the fraction that represents the shaded part:

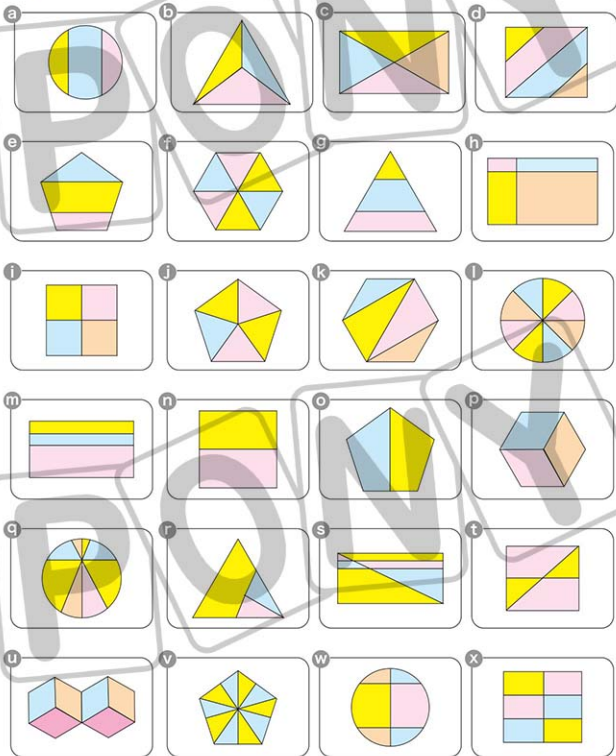


| | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| a | b | c | d | e |
| $\frac{\quad}{\quad}$ | $\frac{\quad}{\quad}$ | $\frac{\quad}{\quad}$ | $\frac{\quad}{\quad}$ | $\frac{\quad}{\quad}$ |

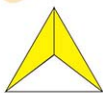


HOME ACTIVITIES

1 Circle the shapes that are divided into **equal** parts:



2 Write the fraction that represents the shaded part:



a $\frac{\quad}{\quad}$



b $\frac{\quad}{\quad}$



c $\frac{\quad}{\quad}$



d $\frac{\quad}{\quad}$



e $\frac{\quad}{\quad}$



f $\frac{\quad}{\quad}$



g $\frac{\quad}{\quad}$



h $\frac{\quad}{\quad}$



i $\frac{\quad}{\quad}$



j $\frac{\quad}{\quad}$



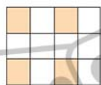
k $\frac{\quad}{\quad}$



l $\frac{\quad}{\quad}$



m $\frac{\quad}{\quad}$



n $\frac{\quad}{\quad}$



o $\frac{\quad}{\quad}$



p $\frac{\quad}{\quad}$



q $\frac{\quad}{\quad}$



r $\frac{\quad}{\quad}$



s $\frac{\quad}{\quad}$




t $\frac{\quad}{\quad}$

Worksheet 1

First: Choose the correct answer:

- a $325 = \dots + 25$ (3 or 30 or 300)
- b The number just **before** 505 is (404 or 506 or 504)
- c 5 Hundreds + 4 Tens = (504 or 540 or 450)
- d The fraction of  is ($\frac{1}{3}$ or $\frac{1}{4}$ or $\frac{1}{2}$)

Second: Complete the following:

- a $138 + 25 = 25 + \dots$
- b The **value** of the digit 5 in 753 is
- c The **greatest** number formed from the digits 2, 5 and 7 is
- d The fraction of  is $\frac{\dots}{\dots}$.

Third: Answer the following:**a Find the result:**

1 $452 + 375 = \dots$ 2 $850 - 619 = \dots$

b Write the fraction of each of the following:

1



.....

.....

2



.....

.....

3



.....

.....

c Ahmed has 537 pounds, his father gave him 350 pounds.**How much money does he have?**

Ahmed has = + = pounds.

d Arrange the following in an ascending order:

532 , 253 , 99 , 523 , 235

Lessons

2-6

Many Fractions Forms

صيغ متنوعة للكسور

Lessons

2-6

Fractions in the pictures
and numbers




الكسر في الصورة والعدد

Number of equal parts


عدد الأجزاء المتساوية


Fractions in words


الكسر بالحروف


| | | |
|---|---|---|
|  |  |  |
| 2 Parts | 3 Parts | 4 Parts |
| Half/Halves | Third | Fourth (quarter) |


1 Write the fraction of the shaded part:


a 


b 


c 


d 

e 






f 

g 

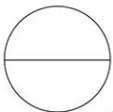
h 

i 

- 2 Shade according to the **fraction**, then complete the table:

| | Fraction in Words | Fraction | Fraction in Digits |
|---|-------------------|---|--|
| a | A half |  | $\frac{\quad}{\quad}$ $\frac{\quad}{\quad}$ |
| b | A third |  | $\frac{\quad}{\quad}$ $\frac{\quad}{\quad}$ |
| c | Two thirds |  | $\frac{\quad}{\quad}$ $\frac{\quad}{\quad}$ |
| d | A fourth |  | $\frac{\quad}{\quad}$ $\frac{\quad}{\quad}$ |
| e | Three fourths |  | $\frac{\quad}{\quad}$ $\frac{\quad}{\quad}$ |

- 3 Shade **one piece** of each circle, then write the fraction:


 $\frac{\quad}{\quad}$
 $\frac{\quad}{\quad}$

 $\frac{\quad}{\quad}$
 $\frac{\quad}{\quad}$

 $\frac{\quad}{\quad}$
 $\frac{\quad}{\quad}$

- 4 Shade **two pieces** of each circle, then write the fraction:


 $\frac{\quad}{\quad}$
 $\frac{\quad}{\quad}$

 $\frac{\quad}{\quad}$
 $\frac{\quad}{\quad}$

 $\frac{\quad}{\quad}$
 $\frac{\quad}{\quad}$



HOME ACTIVITIES

1 Write the fraction of the shaded part:



j



k



l



m



n



o












p

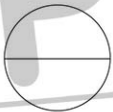


q

2 Shade according to the fraction, then complete the table:

| | Fraction in Words | Fraction | Fraction in Digits |
|---|-------------------|---|-----------------------|
| a | A half |  | $\frac{\quad}{\quad}$ |
| b | Two halves |  | $\frac{\quad}{\quad}$ |
| c | A third |  | $\frac{\quad}{\quad}$ |
| d | Two thirds |  | $\frac{\quad}{\quad}$ |
| e | Three thirds |  | $\frac{\quad}{\quad}$ |
| f | A fourth |  | $\frac{\quad}{\quad}$ |
| g | Two fourths |  | $\frac{\quad}{\quad}$ |
| h | Three fourths |  | $\frac{\quad}{\quad}$ |
| i | Four fourths |  | $\frac{\quad}{\quad}$ |

3 Shade one piece of each circle, then write the fraction:



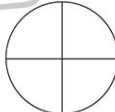
$\frac{\quad}{\quad}$

a



$\frac{\quad}{\quad}$

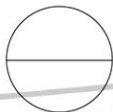
b



$\frac{\quad}{\quad}$

c

- 4 Shade **two pieces** of each circle, then write the fraction:



.....
.....

a



.....
.....

b



.....
.....

c

- 5 Shade **three pieces** of each circle, then write the fraction:



.....
.....

a



.....
.....

b

- 6 Write the fraction:



.....
.....

a



.....
.....

b



.....
.....

c



.....
.....

d



.....
.....

e



.....
.....

f



.....
.....

g



.....
.....

h

Worksheet 2

First: Choose the correct answer:

- a The **value** of the digit 3 in 235 is
 (300 or 30 or 3)
- b $700 < \dots\dots\dots$
 (600 or 800 or 700)
- c $900 + 70 + 4 = \dots\dots\dots$
 (974 or 947 or 749)
- d Six hundred and twenty-one =
 (512 or 216 or 621)

Second: Complete the following:

- a The number "Six hundred and six", in **digits** is
 b The **greatest** 3-digit number is
 c The **smallest** number formed from the digits 8, 2 and 4 is
 d 800, 700, 600, , ,

Third: Answer the following:**a Find the result :**

$$\begin{array}{r} 1 \quad 348 \\ + 114 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \quad 569 \\ - 215 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \quad 649 \\ + 130 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \quad 482 \\ - 265 \\ \hline \end{array}$$

b Write the fraction of each of the following:

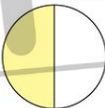
1



2



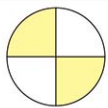
3



4



5



6

Lessons 7-10

Fraction as a Part of a Set & Applications on Fractions

الكسر كجزء من مجموعة / تطبيقات على الكسور

A set is a group of pupils.

There are 6 pupils:

4 boys and 2 girls.

- The fraction representing the number of boys.

الكسر الذي يمثل عدد الأولاد:

The number of boys.

$$\frac{4}{6}$$

The number of pupils.

- The fraction representing the number of girls.

الكسر الذي يمثل عدد البنات:

The number of girls.

$$\frac{2}{6}$$

The number of pupils.



1 Complete:

- The fraction of the red apples =
- The fraction of the green apples =
- The fraction of the apples that have leaves =



2 Complete:

- The fraction of the red flowers =
- The fraction of the blue flowers =
- The fraction of the yellow flowers =



3 Complete:

- The fraction of the red books =
- The fraction of the green books =
- The fraction of the red or green books =



4 Circle according to the fraction:



$$\frac{1}{3}$$



$$\frac{1}{4}$$



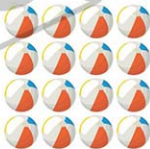
$$\frac{3}{4}$$



$$\frac{1}{4}$$



$$\frac{1}{2}$$



$$\frac{3}{4}$$



$$\frac{2}{3}$$

5 Marwa baked an apple pie and cut it into four equal pieces. She gave one piece to her brother and one to her sister.

- a What fraction of the pie did Marwa's brother eat?
- b What fraction of the pie did Marwa's sister eat?
- c What fraction of the pie is remaining?





HOME ACTIVITIES

1 Complete the following:

a ① The fraction of the red apples =

② The fraction of the green apples =

③ The fraction of the apples that have leaves =



b ① The fraction of the red apples =

② The fraction of the green apples =

③ The fraction of the apples that have leaves =



c ① The fraction of the red flowers =

② The fraction of the blue flowers =

③ The fraction of the yellow flowers =



d ① The fraction of the red flowers =

② The fraction of the blue flowers =

③ The fraction of the yellow flowers =



e ① The fraction of the red flowers =

② The fraction of the blue flowers =

③ The fraction of the yellow flowers =

④ The fraction of the blue or yellow flowers =

⑤ The fraction of the red or yellow flowers =



f ① The fraction of the red books =

② The fraction of the green books =

③ The fraction of the red or green books =



g 1 The fraction of the red books =

2 The fraction of the green books =

3 The fraction of the red or green books =



h 1 The fraction of the red books =

2 The fraction of the green books =

3 The fraction of the red or green books =



i 1 The fraction of the red pens =

2 The fraction of the green pens =

3 The fraction of the red or green pens =

4 The fraction of the blue pens =



j 1 The fraction of the red pens =

2 The fraction of the green pens =

3 The fraction of the red or green pens =



2 Circle according to the fraction:



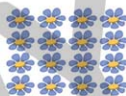
$$\frac{1}{3}$$



$$\frac{1}{4}$$



$$\frac{3}{4}$$



$$\frac{1}{4}$$



$$\frac{1}{3}$$



$$\frac{1}{4}$$



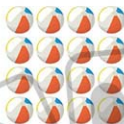
$$\frac{3}{4}$$



$$\frac{1}{4}$$



$$\frac{1}{2}$$



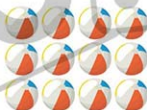
$$\frac{3}{4}$$



$$\frac{2}{3}$$



$$\frac{1}{2}$$



$$\frac{3}{4}$$

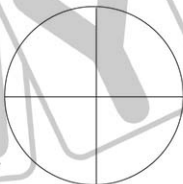


$$\frac{2}{3}$$

- 3 Marwa baked an apple pie and cut it into **four equal** pieces.

She gave **one** piece to her brother and **one** to her sister.

- a What fraction of the pie did Marwa's **brother** eat?
- b What fraction of the pie did Marwa's **sister** eat?
- c What fraction of the pie is **remaining**?



- 4 Rana had **4** cookies in her lunch. She gave her friend Aya **2** of them.

What fraction of the cookies did Rana **share**?

- 5 Omer went out for pizza. His pizza had **3** slices, and he ate **2** of them.

What fraction of the pizza is **left**?

- 6 Karim had a sandwich. He cut it into **two** pieces and ate **one** of them.

What fraction of the sandwich did he **eat**?

- 7 Farah and Sherif picked some flowers. They had **four** flowers. Farah took **3** of the flowers and gave **one** to Sherif.

What fraction of the flowers did Farah **take**?

- 8 Sara baked a pie and cut it into **four** pieces. Her family ate **3** of the pieces.

What fraction of the pie is **left over**?

- 9 Dina had **three** cookies in her lunch. If she eat all three of them, what fraction of the cookies did she **eat**?

Worksheet 3

First: Choose the correct answer:

- a** The **greatest** number formed from 7, 1, and 9 is
 (971 **or** 917 **or** 179)
- b** The number is **between** 409 and 411. (410 **or** 408 **or** 412)
- c** The number that comes just **after** 299 is (300 **or** 400 **or** 200)
- d** 210 , 220 , 230, (in the same pattern). (231 **or** 240 **or** 250)

Second: Complete the following:

- a** The **place value** of the digit 3 in 327 is
b $5 + 30 + 600 =$ **c** $123 +$ $= 326 + 123$
d The **greatest** 3-digit number is

Third: Answer the following:

a Find the result:

| | | |
|------------------------------|----------------------------|----------------------------|
| 1 $949 - 897 =$ | 3 216 | 4 341 |
| | $- 107$ | $+ 597$ |
| 2 $193 + 111 =$ | $\underline{\hspace{2cm}}$ | $\underline{\hspace{2cm}}$ |

b Salwa bought a dress for 275 pounds and a pair of shoes for 125 pounds.
 How much money did Salwa pay?

Salwa paid = + = pounds

c Match:



$$\frac{3}{4}$$

$$\frac{1}{4}$$

$$\frac{1}{3}$$

$$\frac{2}{3}$$

$$\frac{1}{2}$$

Chapter 12

Chapter Lessons



Lessons 1–3 Reading and Explaining Data

Outcomes:

- Participating in Calendar Math Activities.
- Interpreting data in Bar Graphs with a scale of 5 or 10.
- Interpreting data in Pictographs with a scale of 5 or 10.
- Explaining why it is important to use an appropriate scale when creating graphs.
- Organizing four categories of data into a Bar Graph.
- Choosing an appropriate scale based on the data being graphed.
- Creating and solving Put-together, Compare and Take-apart problems using data.

Lessons 4–7 Applications on Arrays

Outcomes:

- Participating in Calendar Math Activities.
- Identifying real-world arrays.
- Writing repeated addition sentences for arrays.
- Calculating the total number of objects in arrays.
- Creating arrays with given rows and columns.

Lessons 8–10 Applications on Addition and Subtraction

Outcomes:

- Participating in Calendar Math Activities.
- Adding and subtracting 1-, 2-, 3- and digit-numbers.
- Applying variety of strategies to solve problems.
- Writing story problems for addition and subtraction equations.
- Applying variety of strategies to solve addition and subtraction story problems.
- Collaborating to play a math game.
- Evaluating the students' progress in adding and subtracting with regrouping.
- Reflecting on the students' learning on primary 2 Mathematics.



Lessons

1-3

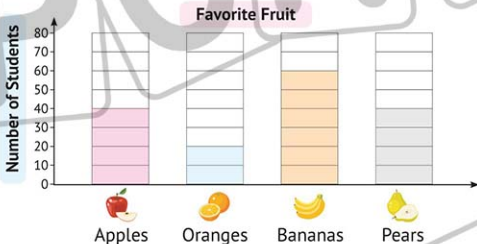
Reading and Explaining Data قراءة وتفسير البيانات

1-3

Lessons

Bar Graph

- 1 Look at the **favorite fruit graph**, then answer:



- a Complete the following table:

| Favorite Fruit |  |  |  |  |
|--------------------|---|---|---|---|
| | Apples | Oranges | Bananas | Pears |
| Number of Students | | | | |

- b Answer the following questions:

- How many students like **oranges**?
- How many students like **apples** or **bananas**?
- How many students like **bananas** or **pears**?
- How many students were asked about their favorite fruit?
- What is the **least** popular fruit on this graph?

Pictograph

- 2 Look at the pictograph, then answer:

Favorite Pizza Toppings



- a Complete the following table:

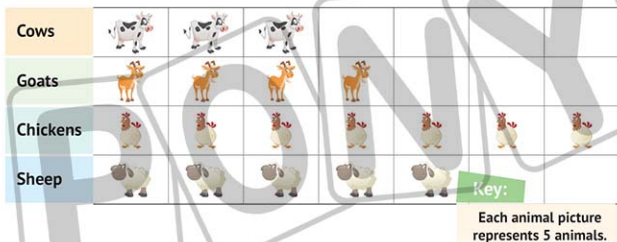
| Favorite Pizza Toppings | Green Peppers | Cheese | Olive | Mushrooms |
|-------------------------|---------------|--------|-------|-----------|
| Number of People | | | | |

- b Answer the following questions:

- How many people like **cheese** and **green peppers**?
.....
- How many people like **cheese**, **green peppers**, and **olives**?
.....
- How many **more** people like **cheese** than **green peppers**?
.....
- How many **fewer** people like **mushrooms** than **olives**?
.....
- What is the pizza topping that is liked the **most** on this graph?
.....

- 3 Look at the **animals on a farm** pictograph, then answer:

Animals on a Farm

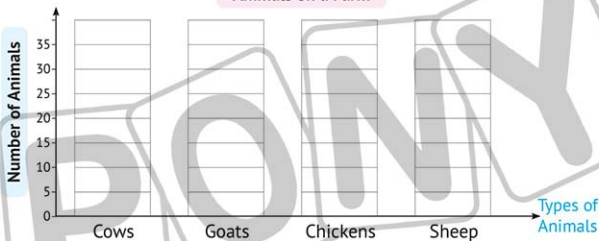


- a Complete the following table:

| Types of Animals | Cows | Goats | Chickens | Sheep |
|-------------------|-------|-------|----------|-------|
| Number of Animals | | | | |

- b Complete the following bar graph:

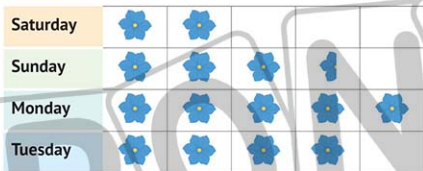
Animals on a Farm




- c Answer the following questions:

- How many **cows** are there on the farm?
- How many **goats** and **chickens** are there on the farm?
- What is the **most** type of animals found on the farm?
- What is the **least** type of animals found on the farm?

- 4 Look at the **pick a flower** pictograph, then answer:



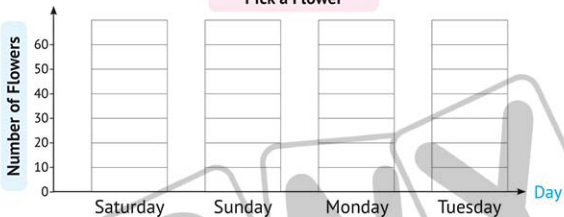
Key:

 = 10 flowers = 5 flowers

- a Complete the following table:

| Day | Saturday | Sunday | Monday | Tuesday |
|-------------------|----------|--------|--------|---------|
| Number of Flowers | | | | |

Pick a Flower



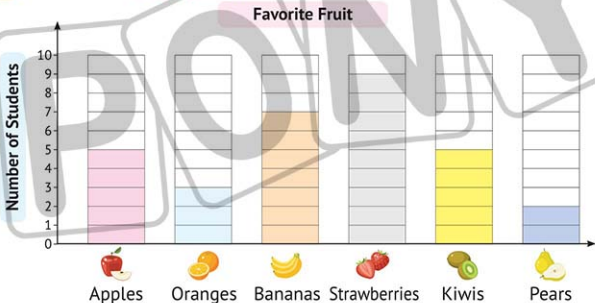
- b Answer the following questions:

- How many flowers were picked on **Tuesday**?
.....
- How many **more** flowers were picked on **Sunday** than **Saturday**?
.....
- Which day had the **most** number of flowers picked?
.....
- Which day had the **least** number of flowers picked?
.....



HOME ACTIVITIES

- 1 Look at the **favorite fruit** graph, then answer.



- a Complete the following table:

| Favorite Fruit | | | | | | |
|--------------------|-------|-------|-------|-------|-------|-------|
| Number of Students | ..... | ..... | ..... | ..... | ..... | ..... |

- b Use the bar graph, then complete using (<, =, or >):

① Number of students who like **apples**

Number of students who like **kiwis**

② Number of students who like **oranges**

Number of students who like **bananas**

③ Number of students who like **pears**

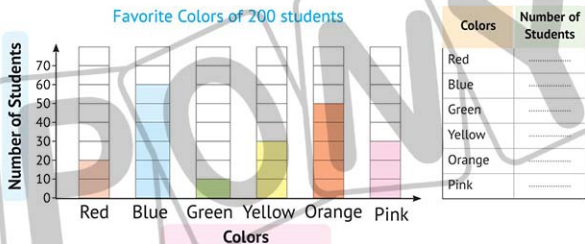
Number of students who like **strawberries**

c Answer the following questions:

- ① How many students like oranges?
.....
- ② How many more students like strawberries than pears?
.....
- ③ How many students altogether like kiwis, apples, and oranges?
.....
- ④ Which fruit is liked the most?
.....
- ⑤ Which fruit is liked the least?
.....



- 2 Look at the **favorite color** graph, then answer the questions below:



- a Use the bar graph, then complete using ($<$, $=$, or $>$):

① Number of students who like **red**

Number of students who like **green**

② Number of students who like **blue**

Number of students who like **yellow**

③ Number of students who like **green**

Number of students who like **orange**

④ Number of students who like **yellow**

Number of students who like **pink**

⑤ Number of students who like **orange**

Number of students who like **blue**

⑥ Number of students who like **pink**

Number of students who like **red**

b Answer the following questions:

1 How many students like **red** the most?

2 How many students like **blue** the most?

3 How many students like **green** the most?

4 How many students like **yellow** the most?

5 How many students like **orange** the most?

6 How many students like **pink** the most?

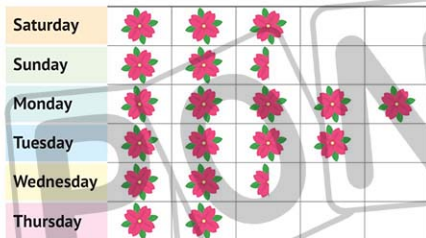
7 How many students like pink or blue (**pink + blue**)?

8 How many **more** people like yellow more than green (**yellow - green**)?

9 How many students like red or blue (**red + blue**)?

10 How many **more** students like blue more than orange
(**blue - orange**)?

3 Look at the **pick a flower** pictograph, then answer:



Key:

 = 10 flowers

 = 5 flowers

a Complete the following table:

| Day | Saturday | Sunday | Monday | Tuesday | Wednesday | Thursday |
|-------------------|----------|--------|--------|---------|-----------|----------|
| Number of Flowers | | | | | | |

b Use the bar graph, then complete using (<, =, or >):

① Number of flowers on
Sunday

Number of flowers on
Tuesday

② Number of flowers on
Saturday

Number of flowers on
Sunday

③ Number of flowers on
Wednesday

Number of flowers on
Monday

④ Number of flowers on
Monday

Number of flowers on
Thursday

5 Number of flowers on
Tuesday

Number of flowers on
Saturday

6 Number of flowers on
Thursday

Number of flowers on
Saturday

c Answer the following questions:

1 How many flowers were picked on Monday?

2 How many flowers were picked on Tuesday?

3 How many more flowers were picked on Saturday than Sunday?

4 How many more flowers were picked on Monday than Tuesday?

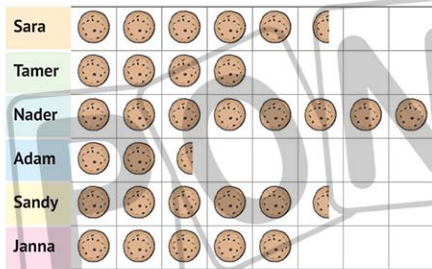
5 How many flowers were picked on Monday and Wednesday?

6 How many flowers were picked on Sunday or Thursday?


7 Which day had the most number of flowers picked?

8 Which day had the least number of flowers picked?

4 Look at the following pictograph, then answer:



Key:

 = 2 cookies = 1 cookie

a Complete the following table:

| Name | Sara | Tamer | Nader | Adam | Sandy | Janna |
|-------------------|-------|-------|-------|-------|-------|-------|
| Number of Cookies | | | | | | |

b Use the bar graph, then complete using (<, =, or >):

① Number of cookies that
Sara ateNumber of cookies that
Tamer ate② Number of cookies that
Nader ateNumber of cookies that
Adam ate③ Number of cookies that
Sandy ateNumber of cookies that
Janna ate④ Number of cookies that
Tamer ateNumber of cookies that
Sandy ate

5 Number of cookies that
Adam ate

Number of cookies that Sara
ate

6 Number of cookies that
Sandy ate

Number of cookies that Sara
ate

c Answer the following questions:

1 How many cookies did Tamer eat?

2 How many cookies did Janna eat?

3 How many more cookies did Sara eat than Adam?

4 How many more cookies did Sandy eat than Janna?

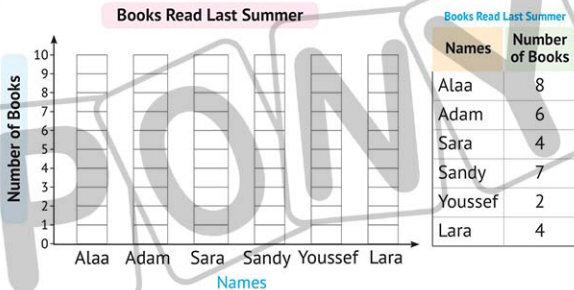
5 How many cookies did Sara, Nader, and Adam eat?

6 How many cookies did Tamer and Sandy eat?

7 Who ate the greatest number of cookies?

8 Who ate the least number of cookies?

- 5 Use the following table to complete the bar graph:



- a Use the graph to order the names of students who read the books from the **least** to the **greatest**:

.....

- b Use the bar graph, then complete using ($<$, $=$, or $>$):

1 Number of books that
Alaa read

Number of books that **Sandy**
read

2 Number of books that
Sara read

Number of books that **Lara**
read

3 Number of books that
Sandy read

Number of books that **Sara**
read

4 Number of books that
Youssef read

Number of books that **Sandy**
read

5 Number of books that
Lara read

Number of books that **Alaa**
read

c Answer the following questions:

1 How many books did **Sara** read?

.....

2 How many books did **Alaa** read?

.....

3 How many more books did **Alaa** read than **Lara**?

.....

4 How many more books did **Sara** read than **Youssef**?

.....

5 How many books altogether did **Sandy**, **Youssef** and **Adam** read?

.....

6 How many books altogether did **Lara**, **Alaa** and **Sara** read?

.....

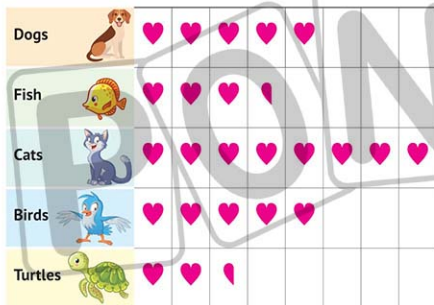
7 Who read the **greatest** number of books?

.....


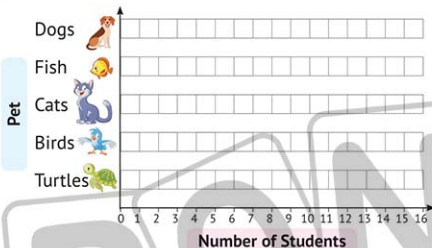
8 Who read the **least** number of books?

.....

- 6 Convert the same data showing the favorite pets of a number of students from the pictograph into a **bar graph**, then complete the following table:



Key:

 = 2 students = 1 student

| Pet | Number of Students |
|---------|--------------------|
| Dogs | |
| Fish | |
| Cats | |
| Birds | |
| Turtles | |

- a Use the bar graph: complete using (<, =, or >):

① Number of students who like **dogs**

Number of students who like **birds**

② Number of students who like **fish**

Number of students who like **turtles**

③ Number of students who like **cats**

Number of students who like **dogs**

④ Number of students who like **birds**

Number of students who like **fish**

b Answer the following questions:

① How many students like **fish**?

② How many students like **birds**?

③ How many more students like **cats** than **birds**?

④ How many more students like **birds** than **turtles**?

⑤ How many students altogether like **dogs, fish, and cats**?

⑥ How many students altogether like **cats, birds and turtles**?

⑦ Which pet is liked the **most**?

⑧ Which pet is liked the **least**?

Worksheet 1

First: Choose the correct answer:

- a The **value** of the digit 6 in 613 is
 (600 **or** 60 **or** 6)
- b 9 Tens =
 (900 **or** 90 **or** 9)
- c The **even** number that comes just **after** 12 is (14 **or** 8 **or** 10)
- d The **odd** number **between** 7 and 11 is (8 **or** 9 **or** 10)
- e 800 80 Tens
 (< **or** = **or** >)

Second: Complete the following:

- a The number 297 = Ones, 9 Tens, Hundreds.
- b $125 + \dots = 243 + 125$
- c The **greatest** 3-digit number is
- d $\boxed{10\text{LE}} + \boxed{10\text{LE}} + \boxed{10\text{LE}} + \boxed{10\text{LE}} + \boxed{10\text{LE}} = \boxed{} \text{LE}$
- e 100, 200, 300, (in the same pattern).

Third: Answer the following:**a Find the result of each of the following:**

1 $144 + 456 = \dots$

2 $829 - 119 = \dots$

3 $228 + 212 = \dots$

4 $500 - 153 = \dots$

b Arrange the following numbers in an ascending order:

105 , 530 , 312 , 560

c There are 553 boys and 335 girls in a school. Find the total number of pupils in that school.

Total number = + = pupils

Lessons

4-7

Applications on Arrays

تطبيقات على المصفوفات

Ex.

1 The array is called

rows

3

by

4

columns

2 Number of oranges =

$$4 + 4 + 4 = 12$$

By using rows

Or $3 + 3 + 3 + 3 = 12$

By using columns



Solve the arrays, then write the addition equations:

a



1 The array is called by

2 Number of eggs =

$$\dots\dots\dots = \dots\dots\dots$$

Or $\dots\dots\dots = \dots\dots\dots$

b



1 The array is called by

2 Number of colors =

$$\dots\dots\dots = \dots\dots\dots$$

Or $\dots\dots\dots = \dots\dots\dots$

c



1 The array is called by

2 Number of cupcakes =

$$\dots\dots\dots = \dots\dots\dots$$

d



1 The array is called by

2 Number of squares =

$$\dots\dots\dots = \dots\dots\dots$$

Or $\dots\dots\dots = \dots\dots\dots$



HOME ACTIVITIES

Solve the **array**, then write the addition equations:

a



1 The array is called by

2 Number of eggs =

..... =

Or =

b



1 The array is called by

2 Number of colors =

..... =

Or =

c



1 The array is called by

2 Number of cupcakes =

..... =

d



1 The array is called by

2 Number of chocolates =

..... =

Or =

e



1 The array is called by

2 Number of roses =

..... =

Or =

f



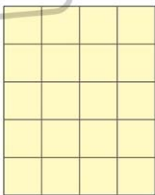
1 The array is called by

2 Number of books =

..... =

Or =

g



1 The array is called by

2 Number of squares =

..... =

Or =

h



1 The array is called by

2 Number of squares =

..... =

Or =

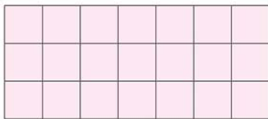
i

1 The array is called by

2 Number of squares =

..... =

Or =



Worksheet 2

First: Choose the correct answer:

- a to the nearest 10 = 250 (256 or 245 or 242)
- b The **smallest** 3-digit number is (100 or 102 or 999)
- c $70 + 40 + 3 =$ (743 or 113 or 473)
- d 112, 478, and 730 are numbers. (odd or even)
- e Two hundreds = Tens (2 or 20 or 200)

Second: Complete the following:

- a The **value** of (3) in the number 387 is
- b The **odd** number that comes just after 189 is
- c 7 Tens + 8 Hundreds + 2 Ones =
- d $\boxed{50\text{LE}} + \boxed{50\text{LE}} + \boxed{20\text{LE}} + \boxed{1\text{LE}} + \boxed{1\text{LE}} = \boxed{\text{LE}}$
- e 75, 70, 65, 60,,

Third: Answer the following:

a Find the result of each of the following:

$$\begin{array}{r} \text{1} \quad 192 \\ + 288 \\ \hline \end{array}$$

$$\begin{array}{r} \text{2} \quad 95 \\ + 99 \\ \hline \end{array}$$

$$\begin{array}{r} \text{3} \quad 725 \\ - 262 \\ \hline \end{array}$$

$$\begin{array}{r} \text{4} \quad 805 \\ - 96 \\ \hline \end{array}$$

b If $30 + 36 = 66$, then complete the following:

$$\text{1} \quad 66 - 36 = \dots\dots\dots$$

$$\text{2} \quad 66 - \dots\dots\dots = 36$$

$$\text{3} \quad \dots\dots\dots + 30 = 66$$

$$\text{4} \quad \dots\dots\dots + 36 = 66$$

c Hoda has 45 LE, Shimaa has 86 LE and Sandy has 90 LE. How much money do they have altogether?

They have = + + = LE

Lessons

8-10

Applications on Addition and Subtraction

تطبيقات على الجمع والطرح

Number Line Strategy استراتيجية خط الأعداد

Addition:

Counting On:

Ex. $16 + 5 = 21$

Start from the **greater** number (16) and count **on** for 5 steps.

- نبدأ بالعدد الأكبر (١٦)، ونعد (٥) خطوات للأمام.

Subtraction:

Counting Down:

Ex. $21 - 7 = 14$

Start from the **greater** number (21) and count **down** for 7 steps.

- نبدأ من العدد الأكبر (٢١)، ونعد (٧) خطوات للخلف.

1 Use the **number line** to find the result:

a $45 - 8 = \dots\dots\dots$



b $32 - 5 = \dots\dots\dots$



c $15 + 6 = \dots\dots\dots$



d $59 + 7 = \dots\dots\dots$



Decomposing Strategy إستراتيجية التحليل

Addition:

Ex.

$$\begin{array}{r} 45 + 26 \\ \hline 40 + 5 + 20 + 6 \\ \hline 60 + 11 = 71 \end{array}$$

$45 = 40 + 5$, $26 = 20 + 6$.

Break up both numbers into Tens and Ones, then add (Ones + Ones) and (Tens + Tens). Then add the **sums**.

- حلل كلًا من العددين إلى أحاد وعشرات،
ثم اجمع (الأحاد + الأحاد)، (العشرات + العشرات)،
ثم اجمع النواتج:

So, $45 + 26 = (40 + 20) + (5 + 6)$
 $= 60 + 11 = 71$

Subtraction:

Ex.

$$\begin{array}{r} 63 - 27 \\ \hline 20 + 7 \\ \hline 3 + 4 \end{array}$$

Break up the subtrahend into Tens and Ones, then subtract.

- حلل المطروح إلى أحاد وعشرات، ثم قسم الأحاد إلى جزأين: أحدهما مثل أحاد المطروح منه:
 $63 - 27 = 63 - 20 - 3 - 4$
 $= 43 - 3 - 4$
 $= 40 - 4 = 36$

2 Use the decomposing strategy to find:

a $45 + 28 = (40 + \dots) + (20 + \dots) = (40 + 20) + (\dots + \dots)$

$= \dots + \dots = \dots$

b $245 + 127 = (200 + \dots + \dots) + (100 + \dots + \dots)$

$= (200 + 100) + (\dots + \dots) + (\dots + \dots)$

$= \dots + \dots + \dots = \dots$

c $76 - 28 = 76 - 20 - 8 = 76 - \dots - \dots = \dots - \dots = \dots$

$= \dots - \dots = \dots$

d $83 - 17 = \dots - \dots = \dots - \dots = \dots - \dots = \dots$

$= \dots - \dots = \dots - \dots = \dots$

استراتيجية استخدام مخطط الأعداد حتى ١٢٠

120 Chart Strategy

Addition:

Ex. $45 + 16$

| | | | | | | | | | |
|----|----|----|----|----|----|----|----|----|----|
| 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 |
| 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 |
| 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 |

Add the Ones:

Move 6 squares to the **right**.

Then

add the Tens,
move 1 square **up**.

- اجمع الآحاد وتحرك ٦ مربعات
تجاه اليمين، ثم اجمع العشرات
وتحرك مربعاً واحداً للأعلى.

So, $45 + 16 = 61$.

Subtraction:

Ex. $62 - 24$

| | | | | | | | | | |
|----|----|----|----|----|----|----|----|----|----|
| 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 |
| 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 |
| 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 |
| 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 |

Subtract the Ones:

Move 4 squares to the **left**.

Then

subtract the Tens,
move 2 squares **down**.

- اطرح الآحاد وتحرك ٤ مربعات تجاه
اليسار، ثم اطرح العشرات
وتحرك مربعين للأسفل.

So, $62 - 24 = 38$.

3 Use the 120 Chart to find the result:

| | | | | | | | | | |
|----|----|----|----|----|----|----|----|----|----|
| 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 |
| 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 |
| 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 |
| 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 |
| 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 |
| 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 |

| | | | | | | | | | |
|----|----|----|----|----|----|----|----|----|----|
| 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 |
| 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 |
| 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 |
| 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 |
| 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 |
| 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |

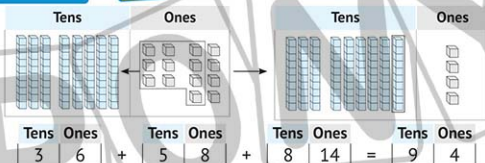
a $45 + 28 =$

b $73 - 36 =$

Place Value Table Strategy إستراتيجية جدول القيمة المكانية

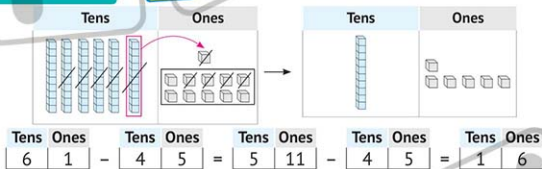
Addition:

Ex. $36 + 58$



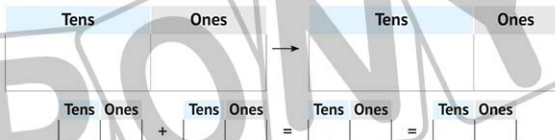
Subtraction:

Ex. $61 - 45$



4 Use the **place value table** to find the result:

a $67 + 28 =$



b $71 - 36 =$





HOME ACTIVITIES

1 Use the **number line** to find the result:

a $8 + 7 =$



b $16 - 8 =$



c $14 + 9 =$



d $37 - 8 =$



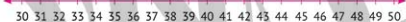
e $25 + 8 =$



f $36 - 8 =$



g $32 + 12 =$



h $43 - 5 =$



i $49 + 5 =$



j $55 - 7 =$



2 Use the decomposing strategy to find:

a $45 + 38 = (40 + 5) + (\dots + \dots) = (40 + 30) + (\dots + \dots)$

$= \dots + \dots$

$= \dots$

b $27 + 29 = (\dots + \dots) + (\dots + \dots) = (\dots + \dots) + (\dots + \dots)$

$= \dots + \dots$

$= \dots$

c $245 + 215 = (\dots + \dots + \dots) + (\dots + \dots + \dots)$

$= (\dots + \dots) + (\dots + \dots) + (\dots + \dots)$

$= \dots + \dots + \dots$

$= \dots$

d $367 + 147 = (\dots + \dots + \dots) + (\dots + \dots + \dots)$

$= (\dots + \dots) + (\dots + \dots) + (\dots + \dots)$

$= \dots + \dots + \dots$

$= \dots$

e $45 - 29 = \dots - \dots = \dots - \dots - \dots$

$= \dots - \dots = \dots - \dots - \dots$

$= \dots$

f $62 - 17 = \dots - \dots = \dots - \dots - \dots$

$= \dots - \dots = \dots - \dots - \dots$

$= \dots$

g $83 - 49 = \dots - \dots = \dots - \dots - \dots$

$= \dots - \dots = \dots - \dots - \dots$

$= \dots$

3 Use the 120 Chart to find the result:

| | | | | | | | | | |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| 111 | 112 | 113 | 114 | 115 | 116 | 117 | 118 | 119 | 120 |
| 101 | 102 | 103 | 104 | 105 | 106 | 107 | 108 | 109 | 110 |
| 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 |
| 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 |
| 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 |
| 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 |
| 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 |
| 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 |
| 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

a $28 + 37 =$

| | | | | | | | | | |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| 111 | 112 | 113 | 114 | 115 | 116 | 117 | 118 | 119 | 120 |
| 101 | 102 | 103 | 104 | 105 | 106 | 107 | 108 | 109 | 110 |
| 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 |
| 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 |
| 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 |
| 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 |
| 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 |
| 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 |
| 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

c $63 - 27 =$

| | | | | | | | | | |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| 111 | 112 | 113 | 114 | 115 | 116 | 117 | 118 | 119 | 120 |
| 101 | 102 | 103 | 104 | 105 | 106 | 107 | 108 | 109 | 110 |
| 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 |
| 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 |
| 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 |
| 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 |
| 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 |
| 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 |
| 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

b $46 + 16 =$

| | | | | | | | | | |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| 111 | 112 | 113 | 114 | 115 | 116 | 117 | 118 | 119 | 120 |
| 101 | 102 | 103 | 104 | 105 | 106 | 107 | 108 | 109 | 110 |
| 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 |
| 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 |
| 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 |
| 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 |
| 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 |
| 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 |
| 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

d $85 - 29 =$

4 Use the place value table to find the result :

a $37 + 15 =$

| Tens | | Ones | |
|------|--|------|--|
| | | | |

⇒

| Tens | | Ones | |
|------|--|------|--|
| | | | |

| Tens | Ones |
|------|------|
| | |

+

| Tens | Ones |
|------|------|
| | |

=

| Tens | Ones |
|------|------|
| | |

=

| Tens | Ones |
|------|------|
| | |

b $26 + 49 =$

| Tens | | Ones | |
|------|--|------|--|
| | | | |

⇒

| Tens | | Ones | |
|------|--|------|--|
| | | | |

| Tens | Ones |
|------|------|
| | |

+

| Tens | Ones |
|------|------|
| | |

=

| Tens | Ones |
|------|------|
| | |

=

| Tens | Ones |
|------|------|
| | |

c $85 - 38 =$

| Tens | | Ones | |
|------|--|------|--|
| | | | |

⇒

| Tens | | Ones | |
|------|--|------|--|
| | | | |

| Tens | Ones |
|------|------|
| | |

-

| Tens | Ones |
|------|------|
| | |

=

| Tens | Ones |
|------|------|
| | |

-

| Tens | Ones |
|------|------|
| | |

=

| Tens | Ones |
|------|------|
| | |

d $42 - 25 =$

| Tens | | Ones | |
|------|--|------|--|
| | | | |

⇒

| Tens | | Ones | |
|------|--|------|--|
| | | | |

| Tens | Ones |
|------|------|
| | |

-

| Tens | Ones |
|------|------|
| | |

=

| Tens | Ones |
|------|------|
| | |

-

| Tens | Ones |
|------|------|
| | |

=


| Tens | Ones |
|------|------|
| | |

Worksheet 3

First: Choose the correct answer:

- a 50 Tens + 32 Ones = (532 or 82 or 820)
- b 100 more than 245 is (345 or 145 or 255)
- c The place value of the digit 3 in 273 is
(Ones or Tens or Hundreds)
- d The odd number that lies between 215 and 219 is
(216 or 217 or 218)
- e The Front-end Estimation of 755 is (700 or 750 or 760)

Second: Complete the following:

- a The fraction that represents the shaded part is 
- b The number 317 to the nearest 10 =
- c $200 + 50 + 4 =$
- d If $24 + 36 = 60$, then $60 -$ = 36.
- e The place value of the digit 5 in 574 is

Third: Answer the following:**a Find the result of each of the following:**

| | | | | | |
|---|-------|---|-------|---|---------------------|
| ① | 275 | ② | 812 | ③ | $356 + 356 =$ |
| | + 267 | | - 122 | ④ | $700 - 176 =$ |
| | <hr/> | | <hr/> | | |
| | | | | | |

b Nada had 67 LE. She bought a toy for 28 LE. How much money does Nada have now?

.....

c Complete using (<, =, or >):

- | | |
|------------------------|--|
| ① $725 - 175$ | <input type="checkbox"/> $427 + 133$ |
| ② 3 Hundreds + 25 Tens | <input type="checkbox"/> 325 |
| ③ 123 | <input type="checkbox"/> The smallest 3-different-digit number |

PONY

سلسلة كتب الاستاذ

Math

By: Mohamed Nasreldin

FINAL REVISION
&
ANSWERS

2nd

Second Term

Primary



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General Exercises on

Chapter 7



First: Choose the correct answer:

1 The **amount** of money in each of the following is:

a

100LE 1LE 1LE

1LE

5LE 5LE

113LE or 123LE or 185LE

b

200LE 20LE 20LE

200LE 1LE 1LE

222LE or 422LE or 442LE

c

20LE 10LE 10LE

20LE 10LE 10LE

20LE 10LE 10LE

660LE or 160LE or 120LE

d

50LE 50LE 50LE

50LE 50LE

250LE or 50LE or 125LE

e

5LE 5LE

5LE 5LE 200LE

5LE 5LE

225LE or 75LE or 220LE

f

5LE 10LE

20LE 50LE

200LE

185LE or 250LE or 285LE

2 50LE + 20LE + 10LE + 1LE =LE (531 or 90 or 81)

3 100LE + 50LE + 50LE + 5LE =LE (155 or 115 or 205)

4 523LE + 267LE =LE (780 or 790 or 880)

5 215LE +LE = 245LE (460 or 30 or 60)

6 185LE - 80LE =LE (265 or 105 or 205)

7 600LE -LE = 100LE (400 or 700 or 500)

8 245LE = (200LE 1LE or 100LE 20LE or 100LE 20LE or 200LE 5LE or 20LE 20LE)

Second: Complete the following:

- 1 $20 \text{ LE} + 10 \text{ LE} + 10 \text{ LE} + 1 \text{ LE} + 1 \text{ LE} = \dots \text{ LE.}$
- 2 $425 \text{ LE} = 200 \text{ LE} + 200 \text{ LE} + 10 \text{ LE} + \dots \text{ LE} + \dots \text{ LE.}$
- 3 $753 \text{ LE} = \dots \text{ Hundreds} + \dots \text{ Tens} + \dots \text{ Ones.}$
- 4 $5 \text{ Hundreds} + 15 \text{ Tens} + 25 \text{ Ones} = \dots \text{ LE.}$
- 5 $254 \text{ LE} + 356 \text{ LE} = \dots \text{ LE.}$
- 6 $755 \text{ LE} - 225 \text{ LE} = \dots \text{ LE.}$
- 7 $\dots \text{ LE} + 175 \text{ LE} = 250 \text{ LE.}$
- 8 $300 \text{ LE} + \dots \text{ LE} = 800 \text{ LE.}$
- 9 $\dots \text{ LE} - 520 \text{ LE} = 120 \text{ LE.}$
- 10 $505 \text{ LE} - \dots \text{ LE} = 205 \text{ LE.}$
- 11 Find the **amount** of money:



| a | b |
|----------|----------|
| 100 LE | 200 LE |
| 100 LE | 50 LE |
| 100 LE | 20 LE |
| 20 LE | 100 LE |
| 1 LE | 20 LE |
| 1 LE | 20 LE |
| LE | LE |

| c | d |
|----------|----------|
| 10 LE | 50 LE |
| 10 LE | 1 LE |
| 10 LE | 1 LE |
| 10 LE | 1 LE |
| 10 LE | 1 LE |
| 10 LE | 1 LE |
| LE | LE |

Third: Answer the following:

1 Find the **amount** of money:

a

| | | |
|-----------------------------------|--------|--------|
| 100 LE | 100 LE | 100 LE |
| 50 LE | 50 LE | 50 LE |
| 20 LE | 20 LE | |
| 1 LE | 1 LE | 1 LE |
| Hundreds | Tens | Ones |
| | | |
| + + = LE. | | |

b

| | | |
|-----------------------------------|--------|-------|
| 100 LE | 100 LE | |
| 50 LE | 50 LE | 50 LE |
| 5 LE | 1 LE | 1 LE |
| | 1 LE | 1 LE |
| Hundreds | Tens | Ones |
| | | |
| + + = LE. | | |

c

| | | |
|-----------------------------------|-------|-------|
| 200 LE | | |
| 10 LE | 10 LE | 10 LE |
| 10 LE | 10 LE | 10 LE |
| 5 LE | 5 LE | 5 LE |
| Hundreds | Tens | Ones |
| | | |
| + + = LE. | | |

d

| | | |
|-----------------------------------|--------|--------|
| 200 LE | 200 LE | 200 LE |
| 1 LE | 1 LE | 1 LE |
| 1 LE | 1 LE | 1 LE |
| 1 LE | 1 LE | |
| Hundreds | Tens | Ones |
| | | |
| + + = LE. | | |

2 Draw according to the **amount** of money:

a

| | | |
|----------|-------|-------|
| Hundreds | Tens | Ones |
| | | |
| 96 LE | | |

b

| | | |
|----------|-------|-------|
| Hundreds | Tens | Ones |
| | | |
| 407 LE | | |

Final Revision

c

| Hundreds | Tens | Ones |
|----------|------|------|
| 3 | 4 | 0 |

340 LE

d

| Hundreds | Tens | Ones |
|----------|------|------|
| 6 | 5 | 0 |

650 LE

e

| Hundreds | Tens | Ones |
|----------|------|------|
| 2 | 4 | 3 |

243 LE

f

| Hundreds | Tens | Ones |
|----------|------|------|
| 1 | 5 | 9 |

159 LE


- 3 Use your **banknotes** to create each amount shown below. Draw the combination of banknotes you used to **purchase** each item.

a




245 LE

b



87 LE

c



263 LE

d



214 LE

4 Complete using (<, =, or >):

a

| | | | | | |
|--------|--------|-------|------|--|--------|
| 100 LE | 100 LE | 50 LE | 5 LE | | 476 LE |
| 100 LE | 100 LE | 20 LE | 1 LE | | |

b

| | | | | | |
|--------|--|--------|-------|-------|-------|
| 757 LE | | 200 LE | 50 LE | 10 LE | 10 LE |
| | | 200 LE | 50 LE | 50 LE | 5 LE |

c

| | | | | | |
|-------|-------|-------|------|--|--------|
| 50 LE | 50 LE | 50 LE | 1 LE | | 207 LE |
| 50 LE | 50 LE | 1 LE | 1 LE | | |

d

| | | | | | |
|--------|--|--------|-------|-------|------|
| 238 LE | | 200 LE | 50 LE | 10 LE | 1 LE |
| | | 200 LE | | 10 LE | 1 LE |

5 Find the result:

| a | Amount | Hundreds | Tens | Ones |
|---|--------|----------|-------|------|
| | | 100 LE | 10 LE | 1 LE |
| | 238 LE | | | |
| | 271 LE | | | |
| | Sum | | | |

| b | Amount | Hundreds | Tens | Ones |
|---|--------|----------|-------|------|
| | | 100 LE | 10 LE | 1 LE |
| | 128 LE | | | |
| | 237 LE | | | |
| | Sum | | | |

| c | Amount | Hundreds | Tens | Ones |
|---|--------|----------|-------|------|
| | | 100 LE | 10 LE | 1 LE |
| | 127 LE | | | |
| | 373 LE | | | |
| | Sum | | | |

| d | Amount | Hundreds | Tens | Ones |
|---|--------|----------|-------|------|
| | | 100 LE | 10 LE | 1 LE |
| | 198 LE | | | |
| | 267 LE | | | |
| | Sum | | | |

Final Revision

e

| Amount | Hundreds 100 LE | Tens 10 LE | Ones 1 LE |
|------------|--------------------|---------------|--------------|
| 764 LE | | | |
| 129 LE | | | |
| Difference | | | |

f

| Amount | Hundreds 100 LE | Tens 10 LE | Ones 1 LE |
|------------|--------------------|---------------|--------------|
| 409 LE | | | |
| 127 LE | | | |
| Difference | | | |

g

| Amount | Hundreds 100 LE | Tens 10 LE | Ones 1 LE |
|------------|--------------------|---------------|--------------|
| 467 LE | | | |
| 198 LE | | | |
| Difference | | | |

h

| Amount | Hundreds 100 LE | Tens 10 LE | Ones 1 LE |
|------------|--------------------|---------------|--------------|
| 500 LE | | | |
| 327 LE | | | |
| Difference | | | |

6 Solve the following story problems:

- a Nada has 45 LE and her sister has 28 LE.

How much money do they have altogether?

- b Mariam bought a ball for 67 LE and a toy for 28 LE.

How much money did Mariam pay?

- c Salah's father gave him 89 LE for his birthday. He bought a T-shirt for 67 LE.

How many pounds does Salah have left?

- d Islam saved 35 LE in one month. The next month, he saved 64 LE.

Then, he bought a pair of shoes for 76 LE.

How much money does Islam have left?

General Exercises on

Chapter 8



First: Choose the correct answer:

1 45, 21, 33, and 9 are numbers. (odd ☒ or even)

2 28, 60, 46, and 8 are numbers. (odd ☒ or even)

3 Any **odd** number + 3 = an number. (odd ☒ or even)

4 Any **odd** number + 2 = an number. (odd ☒ or even)

5 Any **even** number + 1 = an number. (odd ☒ or even)

6 The **even** number that comes right **after** 298 is

(299 ☒ or 200 ☒ or 300)

7 The **odd** number that comes right **after** 107 is

(105 ☒ or 109 ☒ or 108)

8 The **even** number that comes right **before** 98 is

(99 ☒ or 97 ☒ or 96)

9 The **odd** number that comes right **before** 61 is

(59 ☒ or 60 ☒ or 58)

10 The **smallest even** number formed from 3 digits is

(100 ☒ or 998 ☒ or 10)

11 The **greatest odd** number formed from 3 digits is

(102 ☒ or 100 ☒ or 999)

12 The **smallest odd** number formed from 2 digits is

(12 ☒ or 11 ☒ or 10)

13 The **greatest even** number formed from 2 digits is

(98 ☒ or 10 ☒ or 99)

Second: Complete the following:

- 1 The sum of two **odd** numbers is an number.
- 2 The sum of two **even** numbers is an number.
- 3 The sum of an **odd** number and an **even** number is an number.
- 4 Any **odd** number + 1 = an number.
- 5 Any **even** number + 1 = an number.
- 6 Any **odd** number + 2 = an number.
- 7 Any **even** number + 2 = an number.
- 8 The **odd** number that comes right **after** 259 is
- 9 The **even** number that comes right **after** 78 is
- 10 The **odd** number that comes right **before** 59 is
- 11 The **even** number that comes right **before** 20 is
- 12 The **smallest odd** number formed from 3 digits is
- 13 The **greatest even** number formed from 3 digits is

Third: Answer the following:

1 Complete the following patterns:

a 30 , 33 , 36 , 39 , → Rule:

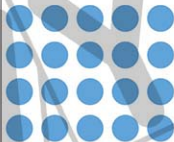
b 45 , 50 , 55 , 60 , → Rule:

c 74 , 71 , 68 , 65 , → Rule:

d 90 , 80 , 70 , 60 , → Rule:

2 Complete the following according to the array:

- a
- The number of rows is rows.
 - The number of columns is columns.
 - The array is called by
 - The number of circles is:
..... =
or =



- b
- The number of rows is rows.
 - The number of columns is columns.
 - The array is called by
 - The number of circles is:
..... =
or =



- c
- The number of rows is rows.
 - The number of columns is columns.
 - The array is called by
 - The number of circles is:
..... =
or =



- d
- The number of rows is rows.
 - The number of columns is columns.
 - The array is called by
 - The number of circles is:
..... =
or =



General Exercises on

Chapter 9



First: Choose the correct answer:

- 1 The estimation of 25 by **Front-End Estimation** is
(30 ☐ 26 ☐ 20)
- 2 The estimation of 82 by **Front-End Estimation** is
(80 ☐ 85 ☐ 90)
- 3 The estimation of 192 by **Front-End Estimation** is
(100 ☐ 110 ☐ 200)
- 4 The estimation of 700 by **Front-End Estimation** is
(700 ☐ 600 ☐ 750)
- 5 75 rounded to the nearest 10 is (70 ☐ 80 ☐ 100)
- 6 183 rounded to the nearest 10 is (180 ☐ 190 ☐ 200)
- 7 98 rounded to the nearest 10 is (90 ☐ 100 ☐ 95)
- 8 48 rounded to the nearest 100 is (50 ☐ 0 ☐ 100)
- 9 637 rounded to the nearest 100 is (640 ☐ 700 ☐ 600)
- 10 837 rounded to the nearest 100 is (800 ☐ 840 ☐ 900)
- 11 rounded to the nearest 10 is 70. (75 ☐ 64 ☐ 68)
- 12 rounded to the nearest 10 is 90. (99 ☐ 94 ☐ 84)
- 13 rounded to the nearest 100 is 500. (519 ☐ 591 ☐ 599)
- 14 rounded to the nearest 100 is 100. (46 ☐ 95 ☐ 190)
- 15 The sum of $(45 + 38)$ rounded to the nearest 10 is
(83 ☐ 80 ☐ 90)

Second: Complete the following:

- 1 The estimation of 68 by **Front-End Estimation** is
- 2 The estimation of 129 by **Front-End Estimation** is
- 3 67 rounded to the nearest 10 is

- 4 195 rounded to the nearest 10 is
- 5 86 rounded to the nearest 100 is
- 6 629 rounded to the nearest 100 is
- 7 $75 + 28 =$ (Rounded to the nearest 10 is)
- 8 $47 + 29 =$ (Rounded to the nearest 10 is)
- 9 $135 + 318 =$ (Rounded to the nearest 100 is)
- 10 $697 + 86 =$ (Rounded to the nearest 100 is)

Third: Answer the following:

1 Complete the following table:

Find the **sum** of each problem, then **estimate** the result:

| Problem | Front-End Estimation | Rounded to the Nearest 10 | Rounded to the Nearest 100 |
|-----------------------|----------------------|---------------------------|----------------------------|
| a $65 + 29 =$ | | | |
| b $49 + 28 =$ | | | |
| c $217 + 124 =$ | | | |
| d $147 + 237 =$ | | | |

2 Find the sum:

a 48

$+ 25$

.....

b 63

$+ 39$

.....

c 135

$+ 248$

.....

d 246

$+ 168$

.....

e $29 + 37 =$

f $85 + 67 =$

g $825 + 94 =$

h $367 + 233 =$

Final Revision

3 Draw the Hundreds' large squares, the Tens' sticks, and the Ones' small squares to represent each addend, then find the sum:

a $67 + 18 =$

| Tens | Ones | Tens | Ones | Tens | Ones | Tens | Ones |
|------|------|------|------|------|------|------|------|
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |

+ = =

b $245 + 318 =$

| Hundreds | Tens | Ones | Hundreds | Tens | Ones | Hundreds | Tens | Ones | Hundreds | Tens | Ones |
|----------|------|------|----------|------|------|----------|------|------|----------|------|------|
| | | | | | | | | | | | |
| | | | | | | | | | | | |
| | | | | | | | | | | | |

+ = =

c $167 + 182 =$

| Hundreds | Tens | Ones | Hundreds | Tens | Ones | Hundreds | Tens | Ones | Hundreds | Tens | Ones |
|----------|------|------|----------|------|------|----------|------|------|----------|------|------|
| | | | | | | | | | | | |
| | | | | | | | | | | | |
| | | | | | | | | | | | |

+ = =

4 Find the sum, then estimate/round each number as shown:

a $\begin{array}{r} 75 \\ + 18 \\ \hline \end{array}$

(By Front-End Estimation)

c $\begin{array}{r} 89 \\ + 24 \\ \hline \end{array}$

(Rounded to the nearest 10)

b $\begin{array}{r} 125 \\ + 286 \\ \hline \end{array}$

(By Front-End Estimation)

d $\begin{array}{r} 386 \\ + 148 \\ \hline \end{array}$

(Rounded to the nearest 100)

General Exercises on

Chapter

10



1 Complete the following **fact families**:

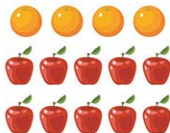
a

$$\begin{aligned} & \dots + \dots = \dots \\ & \dots + \dots = \dots \\ & \dots - \dots = \dots \\ & \dots - \dots = \dots \end{aligned}$$



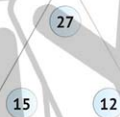
b

$$\begin{aligned} & \dots + \dots = \dots \\ & \dots + \dots = \dots \\ & \dots - \dots = \dots \\ & \dots - \dots = \dots \end{aligned}$$



c

$$\begin{aligned} & \dots + \dots = \dots \\ & \dots + \dots = \dots \\ & \dots - \dots = \dots \\ & \dots - \dots = \dots \end{aligned}$$



2 Use the number lines below to **subtract**:

a $16 - 8 =$



b $23 - 6 =$



c $35 - 8 =$



Final Revision

3 Decompose each number in **3 different** ways:

a 46

$$\begin{array}{l} \text{.....} + \text{.....} \\ \text{.....} + \text{.....} + \text{.....} \\ \text{.....} + \text{.....} + \text{.....} + \text{.....} \end{array}$$

b 73

$$\begin{array}{l} \text{.....} + \text{.....} \\ \text{.....} + \text{.....} + \text{.....} \\ \text{.....} + \text{.....} + \text{.....} + \text{.....} \end{array}$$

4 Complete the following:

a

$$\begin{array}{l} 36 = 10 + \text{.....} \\ 36 = 20 + \text{.....} \\ 36 = 30 + \text{.....} \end{array}$$

b

$$\begin{array}{l} 85 = 10 + \text{.....} \\ 85 = 30 + \text{.....} \\ 85 = 50 + \text{.....} \end{array}$$

5 Subtract:

a

$$\begin{array}{l} 43 - 10 = \text{.....} \\ 43 - 20 = \text{.....} \\ 43 - 23 = \text{.....} \\ 43 - 28 = \text{.....} \end{array}$$

b

$$\begin{array}{l} 756 - 210 = \text{.....} \\ 756 - 220 = \text{.....} \\ 756 - 226 = \text{.....} \\ 756 - 229 = \text{.....} \end{array}$$

6 Draw the **Hundreds' large squares**, the **Tens' sticks**, and the **Ones' small squares** to subtract using the **regrouping strategy**:

a

| Tens | Ones |
|-------|-------|
| 46 | |
| - 25 | |
| | |

b

| Tens | Ones |
|-------|-------|
| 73 | |
| - 58 | |
| | |

c $825 - 123 =$

d $623 - 459 =$

| Hundreds | Tens | Ones | Hundreds | Tens | Ones |
|----------|------|------|----------|------|------|
| | | | | | |
| | | | | | |
| | | | | | |

7 Find the result:

a 51

$- 26$

.....

b 218

$- 85$

.....

c 870

$- 281$

.....

d 407

$- 48$

.....

e $87 - 87 =$

f $203 - 57 =$

g $200 - 4 =$

h $407 - 270 =$

8 Complete the following table:

Find the **sum** of each problem, then **estimate** the result:

| Problem | Front-End Estimation | Rounded to the Nearest 10 | Rounded to the Nearest 100 |
|-----------------------|----------------------|---------------------------|----------------------------|
| a $45 - 29 =$ | | | |
| b $84 - 27 =$ | | | |
| c $725 - 214 =$ | | | |
| d $427 - 137 =$ | | | |

9 Answer the following:

- a** In the class, there are 32 girls and 25 boys.

How many more girls are there than boys?

.....

.....

- b** Islam has 356 LE and Nadia has 138 LE.

How much money do they have altogether?

.....

.....

- c** Mohamed had 756 LE. He bought a shirt for 245 LE, and shoes for 345 LE.

Find the remaining money with him.

.....

.....

General Exercises on Chapter 11



First: Choose the fraction representing the shaded part:

a



($\frac{1}{2}$ or $\frac{1}{3}$ or $\frac{1}{4}$)

b



($\frac{1}{3}$ or $\frac{3}{4}$ or $\frac{1}{4}$)

c



($\frac{1}{3}$ or $\frac{2}{3}$ or $\frac{2}{2}$)

d



($\frac{1}{3}$ or $\frac{1}{4}$ or $\frac{3}{4}$)

e



($\frac{3}{5}$ or $\frac{3}{8}$ or $\frac{5}{8}$)

f



($\frac{2}{4}$ or $\frac{2}{6}$ or $\frac{4}{6}$)

Second: Write the fraction that represents the shaded part:

a



.....
.....

b



.....
.....

c



.....
.....

d



.....
.....

e



.....
.....

f



.....
.....

Third: Answer the following:

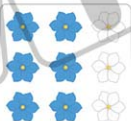
1 Write the fraction of the shaded part:



2 Complete:

a The fraction of the blue flowers = 

b The fraction of the white flowers = 



3 Complete:

a The fraction of the blue flowers = 

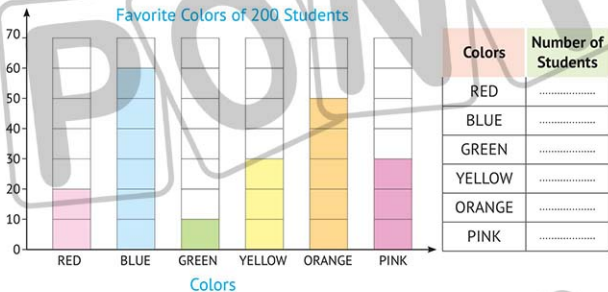
b The fraction of the white flowers = 



General Exercises on Chapter 12



- 1 Look the **favorite colors** graph, and then answer the questions about the data:



- a Use the graph to complete using ($<$, $=$, or $>$):

Number of students who like

1 Red Green

2 Blue Yellow

3 Green Orange

4 Yellow Pink

5 Orange Blue

6 Pink Red

- b Answer the following questions:

1 How many students like **red** the most?

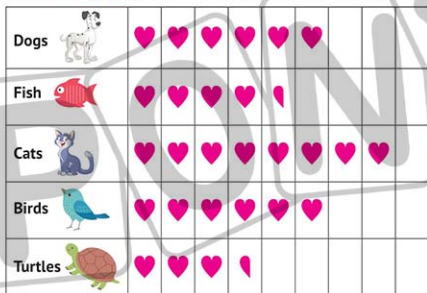
2 How many students like **pink** or **blue**?

3 How many more students like **yellow** than **green**?



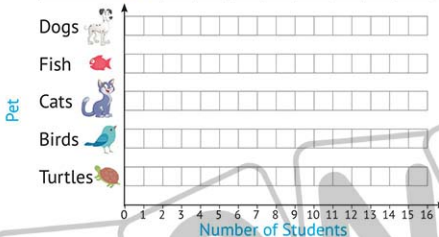
4 Which color is liked the **most**?

5 Which color is liked the **least**?

- 2 Convert the data of the favorite pet of some students from the pictograph into a bar graph, then complete the table and answer the questions:



Key:

 = 2 students = 1 student

| Pet | Number of Students |
|---------|--------------------|
| Dogs | |
| Fish | |
| Cats | |
| Birds | |
| Turtles | |

- a Use the graph to complete using (<, = or >):

Number of students who like

- 1 Dogs Birds 2 Cats Dogs
 3 Fish Turtles 4 Birds Fish

- b Answer the following questions:

- 1 How many students like fish the most?
- 2 How many more students like cats than birds?
- 3 Which pet is liked the most?
- 4 Which pet is liked the least?

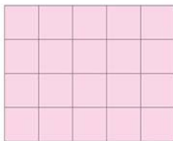
3 Solve the arrays, then write the addition equations:

- a
- The number of rows is rows.
 - The number of columns is columns.
 - The array is called by
 - The number of eggs is:



..... =
 or =

- b
- The number of rows is rows.
 - The number of columns is columns.
 - The array is called by
 - The number of squares is:



..... =
 or =

- c
- The number of rows is rows.
 - The number of columns is columns.
 - The array is called by
 - The number of cars is:



..... =
 or =

4 Use the number lines below to find the result:

a $35 + 8 =$



b $22 - 9 =$



Final Revision

5 Use the decomposing strategy to find:

a $24 + 72 = (\quad + \quad) + (\quad + \quad) = (\quad + \quad) + (\quad + \quad)$

$= \quad + \quad = \quad$

b $224 + 187 = (\quad + \quad + \quad) + (\quad + \quad + \quad)$

$= (\quad + \quad) + (\quad + \quad) + (\quad + \quad)$

$= \quad + \quad + \quad = \quad$

c $82 - 25 = 82 - \quad - \quad = \quad - \quad - \quad - \quad - \quad$

$= \quad - \quad - \quad = \quad - \quad = \quad$

d $73 - 54 = \quad - \quad = \quad - \quad - \quad - \quad - \quad$

$= \quad - \quad - \quad = \quad - \quad = \quad$

6 Use the place value table to find the result:

a $27 + 26 = \quad$

| Tens | Ones | | Tens | Ones |
|------|------|---|------|------|
| | | = | | |

| | | | | | | | | | | |
|------|------|---|------|------|---|------|------|---|------|------|
| Tens | Ones | | Tens | Ones | | Tens | Ones | | Tens | Ones |
| | | + | | | = | | | = | | |

b $63 - 17 = \quad$

| Tens | Ones | | Tens | Ones |
|------|------|---|------|------|
| | | = | | |

| | | | | | | | | | | | | | |
|------|------|---|------|------|---|------|------|---|------|------|---|------|------|
| Tens | Ones | | Tens | Ones | | Tens | Ones | | Tens | Ones | | Tens | Ones |
| | | - | | | = | | | - | | | = | | |


Models

Model 1

1 Choose the correct answer:

- a The value of 5 in 257 is (5 or 50 or 500)
b $10 \text{ LE} + 5 \text{ LE} + 5 \text{ LE} =$ (25 or 155 or 20)
c The estimation of 257 is (250 or 200 or 300)
d 364 rounded to the nearest 10 is (360 or 400 or 370)

2 Complete the following:

- a The sum of two even numbers is an number.
b The fraction of the shaded part  is
c 23, 25, 27, 29,, Rule: (.....)
d If $25 + 36 = 61$, then $61 - 36 =$

3 Find the result:

- a
$$\begin{array}{r} 235 \\ + 173 \\ \hline \end{array}$$
 b
$$\begin{array}{r} 542 \\ - 208 \\ \hline \end{array}$$
 c $214 + 127 =$
d $500 - 175 =$

4 Arrange the following numbers in an ascending order:

425 , 524 , 245 , 452 , 254

5 Tamer bought a book for 75 LE and a football for 125 LE.

How much money did he pay?

Model 2

1 Choose the correct answer:

- a** The **greatest** 3-digit number is (999 **or** 100 **or** 987)
- b** $3 + 50 + 200 =$ (352 **or** 523 **or** 253)
- c** 25, 37 and 51 are numbers. (odd **or** even)
- d** 20 Tens = Hundreds. (2 **or** 20 **or** 200)

2 Complete the following:

- a** The **place value** of the digit 4 in 473 is
- b** The number that comes right **after** 246 is
- c** 453 rounded to the nearest **100** is
- d** $256 + \dots = 147 + 256$

3 Find the result:

- a**
$$\begin{array}{r} 289 \\ + 11 \\ \hline \end{array}$$
- b**
$$\begin{array}{r} 670 \\ - 139 \\ \hline \end{array}$$
- c** $200 + 50 + 7 =$
- d** $602 - 185 =$

4 Arrange the following numbers in a **descending** order:

212 , 222 , 20 , 220 , 200

5 Draw according to the **amount** of money:


| Hundreds | Tens | Ones |
|----------|-------|-------|
| | | |
| 650 LE | | |

Model 3

1 Choose the correct answer:

- a 2 Tens + 5 Ones + 7 Hundreds = (257 or 752 or 725)
- b The **odd** number **between** 5 and 9 is (6 or 7 or 8)
- c The **smallest** 3-digit number formed from 2 and 7 is (27 or 227 or 772)
- d 476 rounded to the nearest **10** is (470 or 500 or 480)

2 Complete the following:

- a The fraction of the **shaded** part  is
- b The **odd** number that comes right **before** 21 is
- c If $86 - 25 = 61$, then $61 + 25 =$
- d From the opposite number line:

54 - =



3 Complete using (<, =, or >):

- a $256 + 124$ 380
- b $30 + 0 + 5$ 305
- c $902 - 20$ 922
- d 5 Hundreds 5 Tens

4 a Use your **banknotes** to create the amount below. Draw the combination of banknotes you use to **purchase** the item.




263 LE

b Write the amount of money:

| Hundreds | Tens | Ones |
|---------------|---------------|---------------|
| | | |
| + | + | = |

LE 100

LE 100

LE 20

LE 20

LE 50

LE 50

LE 1

LE 1

5 Use the following table to complete the graph:

| Name | Alaa | Adam | Sara | Sandy | Youssef | Lara |
|-----------------|------|------|------|-------|---------|------|
| Number of Books | 8 | 6 | 4 | 7 | 2 | 4 |



- a** How many books did **Sara** read?
- b** How many books did **Alaa** and **Youssef** read?
- c** How many more books did **Sandy** read than **Lara**?
- d** Who read the **greatest** number of books?

Model 4

1 Choose the correct answer:

- a Nine hundred fifty = (950 or 915 or 905)
 b $56 + 45 < \dots$ (100 or 99 or 110)
 c 7 Ones + 8 Hundreds = (870 or 807 or 708)
 d $\dots - 247 = 123$ (124 or 370 or 360)

2 Complete the following:

- a $782 = \dots$ Ones, \dots Hundreds, \dots Tens.
 b The **largest even** number formed from 3 digits is \dots .
 c $5 \text{ LE} + 5 \text{ LE} + 5 \text{ LE} + 5 \text{ LE} + 5 \text{ LE} + 5 \text{ LE} = \dots \text{ LE}$.
 d $182 + 245 = \dots$, and when rounded to the nearest **100** is \dots .

3 Arrange the following numbers in a **descending** order:

567 , 70 Tens , 200 , 145 , 415

..... , , , ,

4 Complete the following according to the **array**:

- a The number of rows is \dots rows.
 b The number of columns is \dots columns.
 c The array is called \dots by \dots .
 d The number of triangles is:
 $\dots = \dots$
 or $\dots = \dots$



5 Nada had **67 LE**. She bought a toy for **28 LE**. How much money does Nada have now?


.....

Model 5

1 Choose the correct answer:

- a 50 Tens + 32 Ones = (532 or 82 or 820)
- b 100 more than 245 is (345 or 145 or 255)
- c The place value of the digit 3 in 273 is (Ones or Tens or Hundreds)
- d The odd number that lies between 215 and 219 is (216 or 217 or 218)

2 Complete the following:

- a The fraction that represents the shaded part is 
- b 317 rounded to the nearest 10 is
- c $200 + 50 + 4 =$
- d If $24 + 36 = 60$, then $60 -$ = 36.

3 Find the result:

- a
$$\begin{array}{r} 275 \\ + 226 \\ \hline \end{array}$$
- b
$$\begin{array}{r} 812 \\ - 172 \\ \hline \end{array}$$
- c $155 + 155 =$
- d $703 - 196 =$

4 Arrange the following numbers in an ascending order:

3 Hundreds , 330 , 33 , 313

5 Sara has 245 pounds, and Mona has 375 pounds.


How much more money does Mona have than Sara?

Model 6

1 Choose the correct answer:

- a Seven hundred seventy-one = (717 or 777 or 771)
- b The **largest** 3-digit number formed from the digits 3 and 8 is (338 or 830 or 883)
- c The **odd** number that comes right **after** 299 is (300 or 301 or 297)
- d The **Front-End Estimation** of 755 is (700 or 750 or 760)

2 Complete the following:

- a The opposite array is by 
- b The **place value** of the digit 5 in 574 is
- c 345 rounded to the nearest 10 is
- d From the opposite **number line**:

$$\dots + \dots = \dots$$



3 Complete using (<, =, or >):

- a $725 - 175$ $427 + 133$
- b 3 Hundreds + 25 Tens 305
- c 123 The smallest 3-different-digit number

- d
- | | | | |
|-------|-------|-------|------|
| 50 LE | 50 LE | 50 LE | 1 LE |
| 50 LE | 50 LE | 1 LE | 1 LE |




































277 LE

4 Find the result:

| Amount | Hundreds | Tens | Ones |
|--------|----------|-------|------|
| | 100 LE | 10 LE | 1 LE |
| 428 LE | | | |
| 273 LE | | | |
| Sum | | | |

| Amount | Hundreds | Tens | Ones |
|------------|----------|-------|------|
| | 100 LE | 10 LE | 1 LE |
| 719 LE | | | |
| 124 LE | | | |
| Difference | | | |

5 Look at the following pictograph of the number of cookies eaten by some students, and then answer:

| | | | | | | | | |
|-------|---|---|---|---|---|---|---|---|
| Sara |  |  |  |  |  |  |  | |
| Tamer |  |  |  |  | | | | |
| Nader |  |  |  |  |  |  | | |
| Adam |  |  |  | | | | | |
| Sandy |  |  |  |  |  | | | |
| Jana |  |  |  |  |  |  |  |  |

Key:



= 2 cookies



= 1 cookie

a Complete the following table:

| Name | Sara | Tamer | Nader | Adam | Sandy | Jana |
|-------------------|------|-------|-------|------|-------|------|
| Number of Cookies | | | | | | |

b Answer the following questions:

- How many cookies did **Jana** eat?
- How many cookies did **Sara, Adam** and **Nader** eat?
- Who ate the **most** number of cookies?
- Who ate the **least** number of cookies?

Model 7

1 Choose the correct answer:

- a** 100 less than 745 is (645 or 845 or 635)
b The value of the digit 8 in 387 is (8 or 80 or 800)
c $700 + 6 + 20 =$ (762 or 726 or 627)
d 50 Tens = Hundreds. (5 or 50 or 500)

2 Complete the following:

- a** 95 LE = 50 LE + 20 LE + LE + LE.
b The sum of two odd numbers is an number.
c The estimation of 756 is
d The smallest 2-digit even number is

3 Find the result:

- | | | | |
|----------|----------|----------|----------|
| a | b | c | d |
| 122 | 15 | 715 | 805 |
| $+ 288$ | $+ 99$ | $- 282$ | $- 96$ |
| | | | |

4 Arrange the following numbers in a descending order:

770 , 717 , 700 , 777 , 707

..... , , , ,

5 Eman had 500 LE. She bought a new T-shirt for 250 LE, and a hat for 102 LE.

Find the remaining money with her.

.....

Model 8

1 Choose the correct answer:

- a** 795 rounded to the nearest 10 is (790 or 700 or 800)
- b** 7 Hundreds + 15 Tens = (85 or 850 or 715)
- c** comes right after 279. (278 or 280 or 289)
- d** Two hundred = Tens. (2 or 20 or 200)

2 Complete the following:

- a** Any odd number + 1 = an number.
- b** The smallest 3-digit odd number is
- c** $745 + \dots = 900$
- d** The place value of the digit 7 in 274 is

3 If $34 + 36 = 70$, then complete the following:

- a** $70 - 36 = \dots$ **b** + 34 = 70
- c** $70 - \dots = 36$ **d** + 36 = 70

4 Write the fraction that represents the shaded part:



a



b



c



d

5 Hoda has 45 LE. Shima has 86 LE, and Sandy has 90 LE.

How much money do they have altogether?

Model 9

1 Choose the correct answer:

- a rounded to the nearest 10 is 250. (256 or 245 or 242)
- b The **smallest** 3-digit number is (100 or 102 or 999)
- c $70 + 40 + 3 =$ (743 or 113 or 473)
- d 112,478, and 730 are numbers. (odd or even)

2 Complete the following:

- a $245 \text{ LE} =$ LE + LE + LE + LE.
- b The value of the digit 6 in 627 is
- c 753, in words:
- d - 247 = 122

3 Complete using (<, =, or >):

- a $725 + 175$ 800
- b $900 - 24$ 876
- c $9 + 30 + 400$ 934
- d 3 Hundreds 30 Ones

4 Use the number line to find the result:

- a $22 + 8 =$ 
- b $14 - 8 =$ 

5 Nada bought a ball for 67 LE, and a toy for 28 LE.

How much money did Nada pay?

.....

Model 10

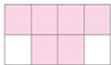
1 Choose the correct answer:

- a** The **value** of the digit 3 in 387 is (3 or 30 or 300)
- b** The **odd** number that comes right **after** 189 is (190 or 191 or 187)
- c** 7 Tens + 8 Hundreds + 2 Ones = (782 or 278 or 872)
- d** 50 LE + 50 LE + 20 LE + 20 LE + 1 LE + 1 LE = + LE.
(142 or 222 or 521)

2 Complete the following:

a The **Front-End Estimation** of 274 is

b The fraction that represents
the **shaded** part is



c 75, 70, 65, 60, (Rule:)

d 540 comes right **after**

3 Find the result:

a $785 + 105 =$

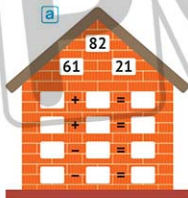
b $921 - 381 =$

c $255 + 187 =$

d $700 - 5 =$

4 Complete the following **fact-family** houses:

a



b



c



5 Use the following table to complete the graph:

| Name | Number of Books |
|---------|-----------------|
| Alaa | 2 |
| Adam | 8 |
| Sara | 4 |
| Sandy | 6 |
| Youssef | 7 |



6 Adel has 3 banknotes of 100 LE, 2 banknotes of 20 LE, and 7 banknotes of 1 LE.

Find the total amount of money.

| Hundreds | Tens | Ones |
|----------|------|------|
| | | |

= + +
 = LE.

